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The Nation's Schools

DECEMBER 1949

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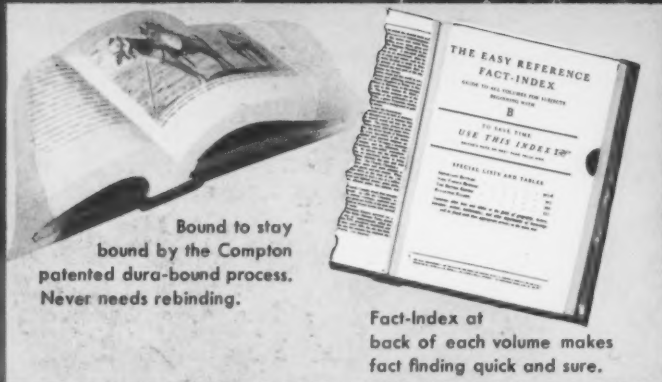
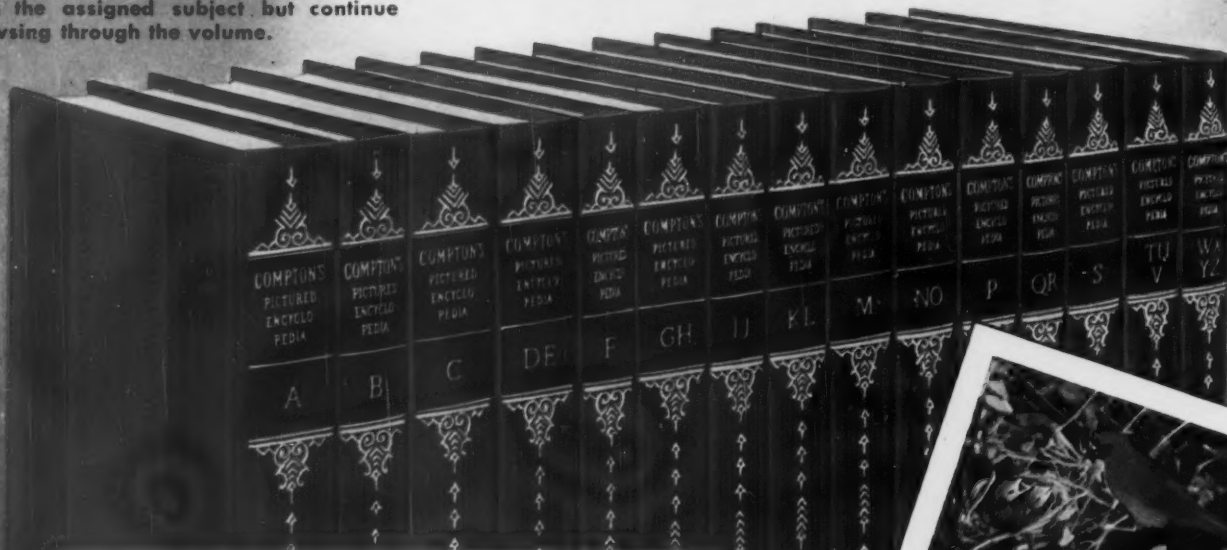
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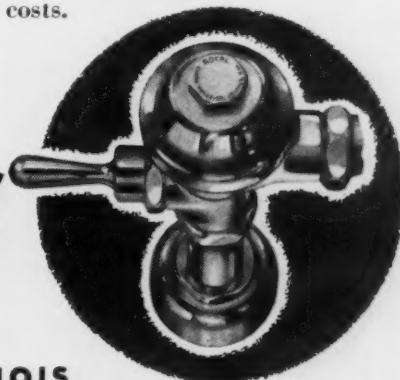
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Published monthly by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc., 919 North Michigan, Chicago 11, Ill., U. S. A. Otho F. Ball, president; Raymond P. Sloan, vice president; Everett W. Jones, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulations; Educational Press Association of America. Copyright 1949, by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879. Published on the 15th of the month preceding that date of issue. Change of address should be sent thirty days in advance of publication date.

Vol. 44, No. 6, December 1949

DECEMBER 1949

FEATURE ARTICLES

Lanham Act Lobby Shows Again How to Get Money From Congress.....	23
B. P. BRODINSKY	
The Quest for Science in Education.....	27
S. A. COURTIS	
San Diego City Schools Teach Spiritual Values.....	30
WILLIAM JACK STONE	
Catholic and Public High Schools Share Facilities at Hamilton, Ohio.....	41
WALTER S. CREWSON	
Play Fair With the Resource Citizen.....	43
BEN SWEENEY	
For School Children, a Wary Christmas.....	45
WAYNE HUGHES	
Success—After 29 Years.....	46
THOMAS L. NELSON	
Chalk Dust.....	49
FREDERICK JAMES MOFFITT	
High Schools Can Reduce Freshmen Failures in College.....	50
LEO W. JENKINS	
Support for a Building Program Is Assured When Citizens Help Develop It.....	51
PAUL A. HEDLUND	
Schools and Colleges Concentrate on Safety Education—High Points of the Conference.....	53
GEORGE P. SILVERWOOD and G. M. COLEMAN	
Olson's "Child Development".....	54
Reviewed by WILLIAM M. ALEXANDER	

SCHOOLHOUSE PLANNING

Houston Develops Clerestory Daylighting.....	34
HERBERT VOELCKER	
How to Build Your Own Striplights for Lighting the School Stage.....	37
LELAND H. WATSON	

AUDIO-VISUAL AIDS

Typical Equipment and Procedures.....	56
HOMER POWELL	
School Broadcasters Embrace Television.....	58

MAINTENANCE AND OPERATION

Repair of Buildings and Equipment.....	60
FRANCIS R. SCHERER	
Washing Rubber Mats.....	62
Climbing Ivy Problem.....	62

THE SCHOOL CAFETERIA

Maryland's Variations on Lunchroom Plan.....	64
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REGULAR FEATURES

Among the Authors.....	4
Roving Reporter.....	6
Questions and Answers.....	8
Looking Forward.....	21
News in Review.....	66
Coming Events.....	88
Names in the News.....	92
The Bookshelf.....	96
What's New for Schools.....	103
Index of Advertisers. op.....	108

AMONG THE AUTHORS

No one today speaks with more authority than **STUART A. COURTIS** on the subject of science in education (*p. 27*). He didn't hesitate to question his earlier contributions to educational measurements when he discovered and proved to his own satisfaction the law of growth. Dr. Courtis preceded the group dynamics movement by many years with his own technics for the improvement of the democratic process. Professorships at the University of Michigan and at Wayne University have been the centers from which his surveys, writings and many other professional activities have emanated. Most of his earlier teaching and administrative experience was in the school systems of Detroit and Hamtramck, Mich. A master teacher who has projected his time scale of life beyond the three score and ten mark, he now challenges the mock science of education in a series of articles beginning this month.



S. A. Courtis



L. W. Jenkins

Because he has had administrative experience in both the high school and college fields, **LEO W. JENKINS** can see both sides of the argument as to which institution is responsible for failures among college freshmen—secondary schools or colleges (*p. 50*). Dr. Jenkins is now dean of instruction at East Carolina Teachers College, Greenville, N.C. Formerly he taught English and social studies at Pleasantville, N.J.; taught history and was dean of boys at Somerville, N.J.; was supervisor of practice teachers at Montclair State Teachers College, Montclair, N.J., and was assistant in higher education in the New Jersey State Department of Education. From 1941 to 1945 Dr. Jenkins served as a captain in the marine corps.



G. M. Coleman

School administration highlights of the National Safety Congress are reported on page 54 by **GERALD MAX COLEMAN** (left), supervisor of instruction at St. Joseph, Mo., and **GEORGE P. SILVERWOOD** (right), director of safety for the schools at Green Bay, Wis. Mr. Coleman was superintendent at Amity, Mo., from 1932 to 1935; since 1936 he has been employed in the St. Joseph schools. He was a teacher at Benton High School there, supervising principal of the Lindberg-Pershing Elementary Schools, and assistant principal at Benton Junior Senior High School before accepting his present position



G. P. Silverwood

in 1947. Mr. Silverwood was superintendent of schools at Denmark, Wis., and assistant superintendent at Green Bay before he became director of safety. He is secretary of the national committee on driver training. Author of the scenario for "Safety in the Home," an instructional sound film, Mr. Silverwood also has written many articles for the National Safety Council's school magazine, *Safety Education*.

As director of the intercultural project of the public schools of San Diego, Calif., **WILLIAM JACK STONE** was instrumental in developing the schools' spiritual values program (*p. 30*). Dr. Stone was a teacher and a principal in San Diego schools before becoming director of the intercultural project in 1945. He has been granted a leave of absence from that position so that he may serve as general consultant and director of the cooperative project in human relations for the Los Angeles County superintendent's office. Dr. Stone received his A.B. degree from San Diego State College and his M.S. and Ph.D. degrees from the University of Southern California.



W. J. Stone



Ben Sweeney

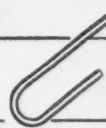
A plan for scheduling more effectively the school talks and other services of "resource" citizens, worked out while he was curriculum coordinator at Abraham Lincoln High School, San Jose, Calif., is described on page 43 by **BEN SWEENEY**. Mr. Sweeney was appointed principal of Woodrow Wilson Junior High School, also in San Jose, this year. He taught at Menlo School and Junior College, Menlo Park, Calif., and at Abraham Lincoln High School before joining the army in 1945. In 1946 he became curriculum coordinator of the high school.

Since he began teaching in 1923, **WALTER S. CREWSON** has been employed in the schools of Ohio, his native state. He has been superintendent of schools at Hamilton, Ohio, since 1948; on page 41 he describes the joint use of facilities, such as a cafeteria, a gymnasium, and a shop, by the public and parochial schools of Hamilton. Previously Mr. Crewson was a teacher and an elementary school principal in schools in Summit and Stark counties, Massillon and Cuyahoga Falls; assistant principal and director of the evening school at Massillon, and superintendent at Barberton. He received his B.S. in Ed. degree from Kent State University, Kent, Ohio, and his M.S. degree from the University of Chicago.



W. S. Crewson



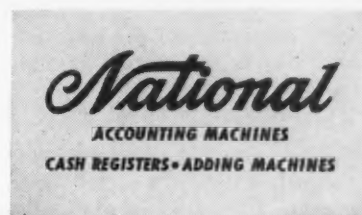
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Roving Reporter

Social Studies Classes Read Textbook About Their City . . . "Fun Fair" Raises Money for Junior Red Cross . . . Toy Village Teaches Lesson in Traffic Safety . . . "Posture Pete" Shows Children Their Faults . . . Teachers Learn About a Zoo

EACH student in the ninth grade civics class at Hillside Junior High School, Montclair, N.J., assumes the identity of an actual United States congressman. He corresponds with the lawmakers in Washington, D.C., and does research to find out how his official counterpart does his job.

In the "House" and the "Senate" the students draw up bills and refer them to committees, which vote them out for debate. They are not obliged to adopt the opinions of the real senators and representatives; in fact, they



often reverse decisions made in Washington. The students do a great deal of political maneuvering and have even put on a filibuster or two.

Through the courtesy of the district's representative, the class receives the *Congressional Record* daily. To show their approval of this practical approach to the study of governmental problems, the national lawmakers have several times invited Hillside pupils to Washington.

PUPIL ASSISTANTS have solved one problem of the principal of the Wayside School at Statesville, N.C., who also is the school librarian and a sixth grade teacher.

Mrs. Blanche S. Reitzel found that, because she was so busy with the physical duties connected with her work as librarian, in addition to her

administrative and teaching duties, she had no time to talk with the children about their reading needs and interests.

Last year she began using carefully trained pupil assistants to check books in and out and to replace books on the shelf. Since then Mrs. Reitzel has been free to spend her time in the library helping children select the reading materials they want.

POSTURE PETE," a jointed cardboard doll that illustrates all kinds of posture, good and bad, is the creation of Juanita D. Riedlinger, teacher of special corrective classes in posture and foot health at Mount Vernon, N.Y. Mrs. Riedlinger says that when the children see Pete slump into a hump they know it is wrong. They seem to be more able to correct their own faults after watching the doll straighten up.

A LESSON in traffic safety was the most popular exhibit at a recent toy fair conducted in Birmingham, England, by British manufacturers. A car and the figures of two small children had been placed in a miniature village, complete with a network of streets. Directed by remote control, the car and the children demonstrated principles of traffic safety and also showed what happens if these rules are disregarded.

English police authorities have ordered portable versions of the village for use in school demonstrations, and models also will be sent to America.

PROSPECT ELEMENTARY SCHOOL at Oberlin, Ohio, holds a "Fun Fair" each fall. Pupils are responsible for suggesting ideas for making money, for constructing booths, and for putting up decorations. The proceeds—\$85.03 last year—are turned over to the Junior Red Cross, which uses the money for boxes for overseas children and for area veterans.

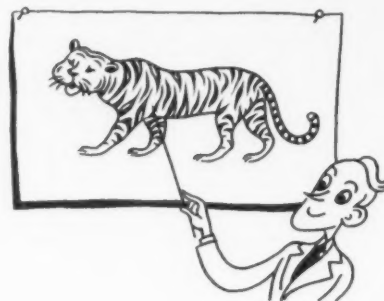
CINCINNATI Then and Now" is a new book prepared especially for use by eighth and ninth grade social studies classes in the Cincinnati schools.

Written by Mrs. Iola Hessler and published by the League of Women Voters, the book discusses the government and history of the city and also includes chapters on education, industry, planning and financing. Among the illustrations are reproductions of several early photographs and prints.

Two years were spent in the preparation and the printing of the book.

TEACHERS in New York City's public schools are learning about the inhabitants of the Bronx Zoo so that they can pass on their information to pupils during zoo visits.

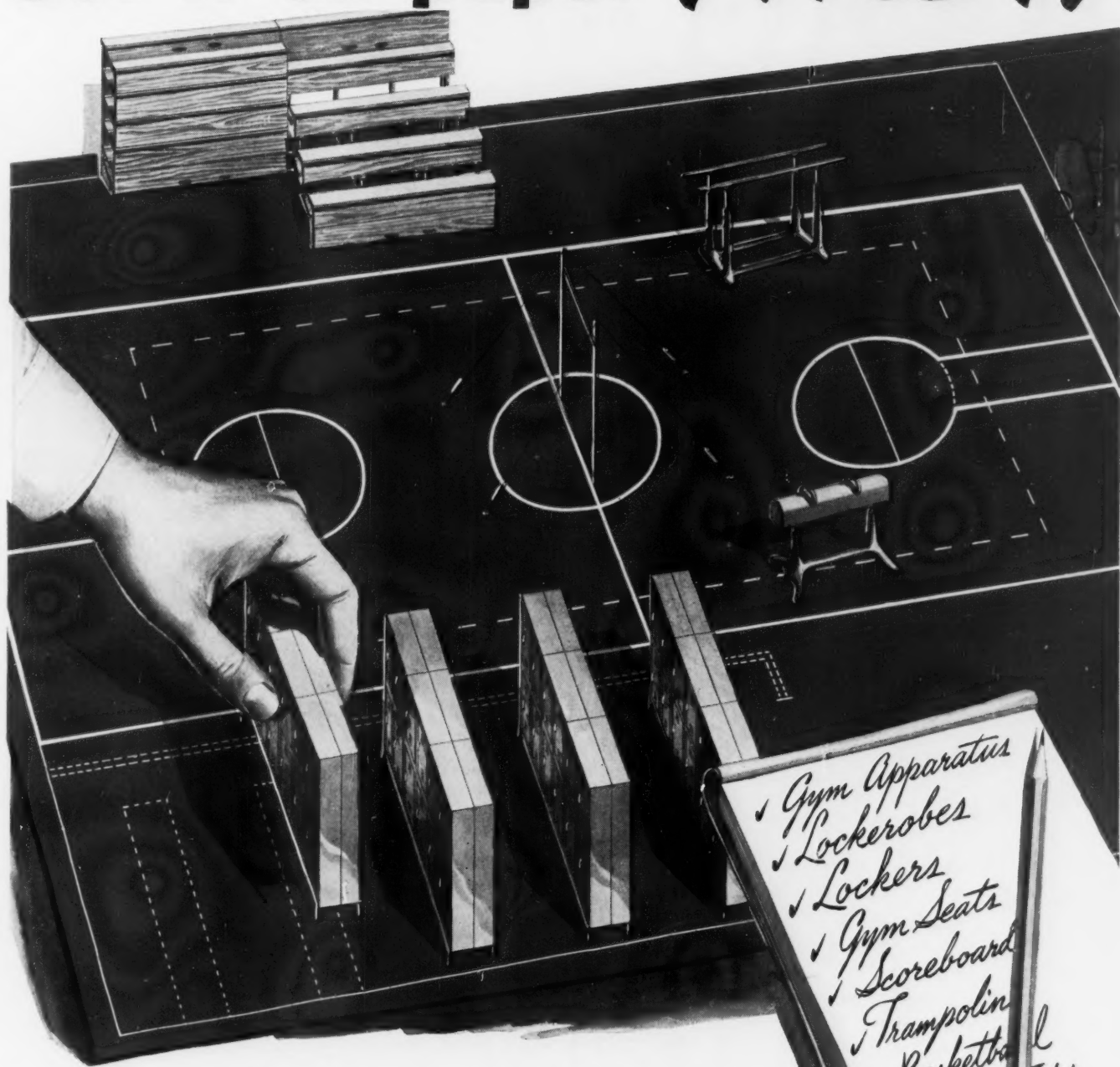
The course consists of 15 lectures by members of the New York Zoological Society's staff. Approximately half of each of the 90 minute lectures is spent in demonstrations.



Teachers who elected to take the course will be given in-service credit, which is required for promotions and for their annual income increment.

Last year 2229 classes from 1651 schools—92,587 children in all—visited the zoo. They had to depend in large part on their teachers' hit-and-miss knowledge of the zoo's materials because the zoological society was unable to provide guided tours for the children. The society thinks that an informed teacher is the best substitute for a guided tour.

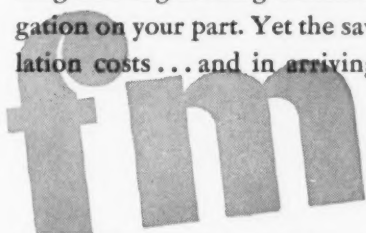
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Questions and Answers

Vocational Guidance

What does the future hold for individuals who wish to specialize in vocational guidance?—H.R., Wis.

A desirable program of school guidance services must be closely related to over-all school organization and administration because of the basic position that it occupies in relation to the curriculum, activities program, and pupil outcomes of the school.

The high school principal and the director of guidance are immediately responsible for the administrative phases of guidance. In small schools the positions of principal and guidance director are frequently combined, while in large schools the two offices are usually separate. In all instances, close working relationships and mutual understanding between the principal and guidance director are important.

Increasingly, small schools are merging or consolidating into larger units. One of the results of such consolidation usually is the addition or expansion of educational services, including guidance. Many schools are adding guidance services, revising curriculums and school activity programs, and evaluating school programs in terms of pupil outcomes.

These activities require personnel competent to deal with school administration and guidance services. Principals are needed who can organize and administer school programs based upon pupil needs discovered through the guidance services. Guidance personnel is needed to organize and supervise guidance services and to coordinate these services with the total program of the school.

The use of state and federal (George-Barden) funds for support of local school guidance programs stimulates the initiation and development of these programs. A study prepared in 1947 by Glenn E. Smith, Michigan State Department of Public Instruction, on the status of state guidance programs indicates an increasing allocation of such funds for local guidance programs among the several states.

In general, it appears that additional competent personnel will be needed to supply adequate leadership for the rapid growth and expansion of guidance programs in the schools.

Salaries of guidance directors, supervisors and coordinators are usually commensurate with salaries received by other members of the school staff holding equal occupational status. According to the National Education Association, there is a general upward trend in teacher salaries.

It is suggested that graduate study for prospective guidance directors, supervisors and coordinators consist of a major in guidance and a minor in school administration. Prospective high school principals may find it desirable to major in administration and minor in guidance.

Many of the graduate study programs in guidance include courses in the following areas: principles and practices, analysis of the individual, educational and occupational information, counseling techniques, and organization and administration.

An increasing number of colleges and universities are adding or revising graduate study programs in counselor training. Among those institutions with outstanding programs are the University of Minnesota, Columbia University, University of Southern California, Syracuse University, and Ohio State University.—S. C. HULLANDER, *chief, occupational information and guidance, Pennsylvania Department of Public Instruction.*

Salary or Commission?

In operating a school cafeteria, which system is better: to pay the manager a fixed salary from the budget, or to operate the cafeteria on a commission basis?—R.S.S., Miss.

The manager of the school cafeteria always should be paid a fixed salary from the budget. Operation never should be on a commission basis because then the manager is tempted to sell the cheapest food or items that the children will buy, such as candy. This

is in contradiction to the proper use of the cafeteria as part of the educational and health program.—M.deG.B.

Departmental Organization

Where can I find the most recent thinking on departmental organization versus homeroom organization for Grades 6, 7 and 8?—J.W.P., Ore.

I assume that the question concerns departmentalization as opposed to straight grade, one teacher to a group, or self-contained class groupings where one teacher has the major responsibility for the instruction of a particular group of children.

Studies made during the last decade reveal a decided trend away from the extreme forms of departmentalization in the elementary grades to the practice of having a single teacher for a group. This trend was observed first in the lower elementary grades. Gradually it was reflected in the intermediate and then in the upper grades. Only recently has organization in the seventh and eighth grades been influenced. Even in these grades studies now reveal a noticeable shift from departmentalization.

Departmentalization was a sincere attempt to make the teaching of academic subjects more efficient. It might be called an evolutionary stage in the conscious attempt to make the work of the elementary school more effective. When departmentalization was introduced into our organization high hopes were held for its potential influence in improving instruction. It was initiated and flourished in a period of extreme emphasis upon a subject centered and logically crystallized curriculum. Because we wished to have the pupils master subject matter, it seemed desirable to have each teacher become a specialist in her chosen field of instruction. The ultimate objective was to have every child taught by a subject specialist. Competence in some curriculum area, such as reading, arithmetic or English, became a major criterion for the selection of a teacher. (Cont. on p. 10)

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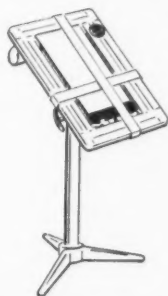
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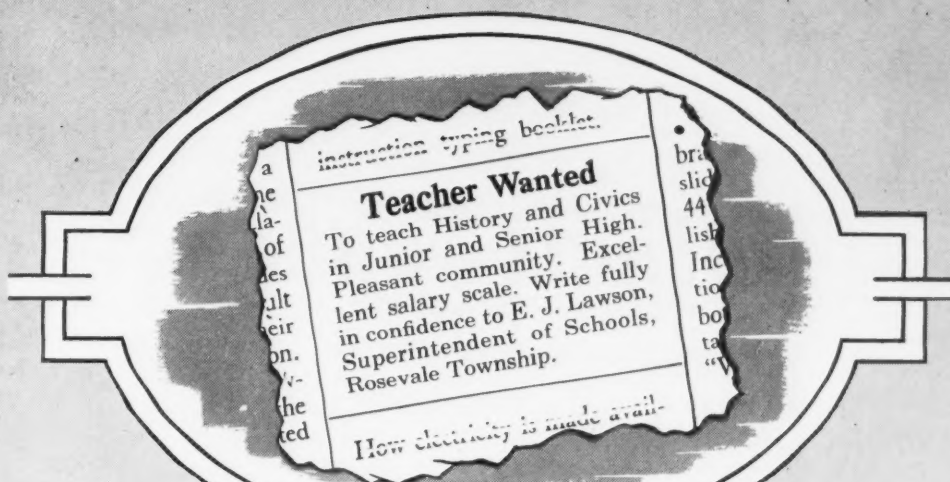
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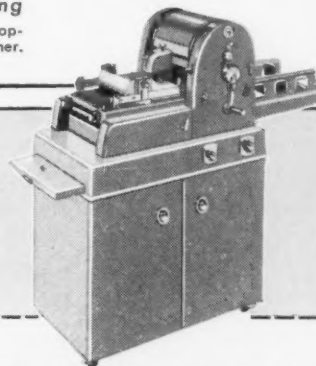


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If we are to capitalize upon the findings in child development, upon our own creative thinking, and upon the practices innovated by others, we must be continually alert to recognize better organizational practices. We must accept improved ways of helping children realize more inclusive growth goals. One of our great weaknesses is the way we crystallize practice and fail to make needed modifications in terms of new and proved ways of helping children realize better their maximum potentialities.

The evolving purposes in the education of children make it mandatory that we know intimately and understand thoroughly each child as an individual. It is also essential that organizational practices make possible the maximum articulation of the experiences of children as they move from one maturity level to the next within the school program. Every opportunity in the life of the school and of the community should be utilized to ensure that learning activities are interrelated and contribute to the integration and unification of life experiences of all boys and girls. This is some of the thinking that has brought about the changes in organizational practices.

A list of publications that give recent findings and thinking in regard to departmentalization follows.—DON S. PATTERSON, chief, school organization and supervision, Division of Elementary Education, Office of Education.

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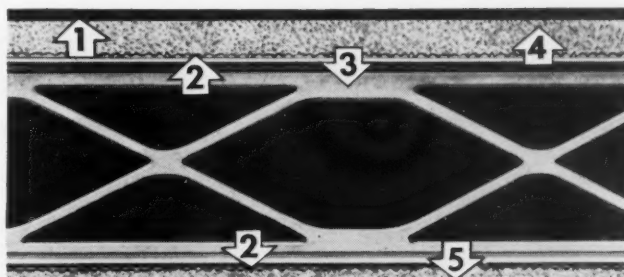
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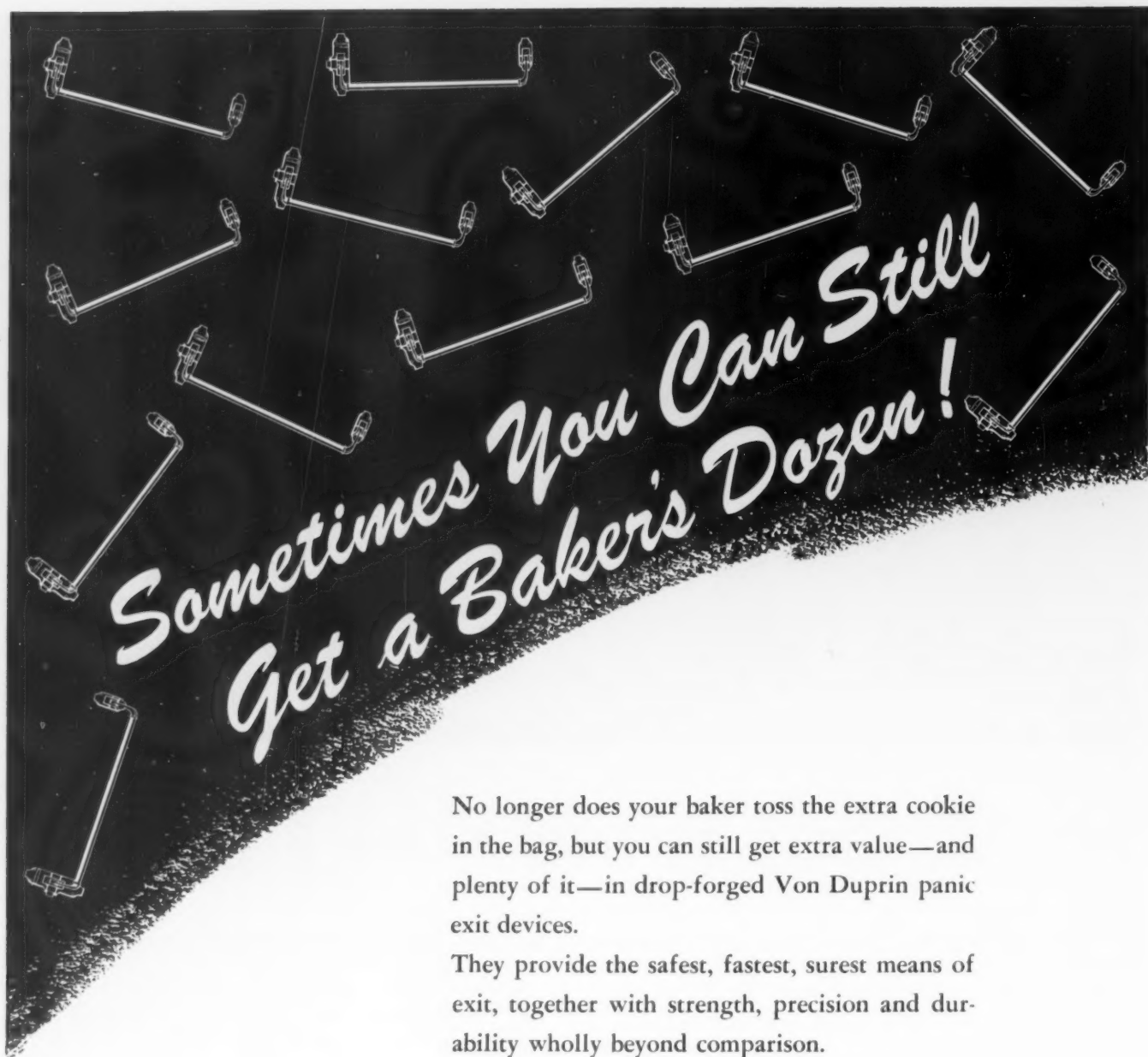
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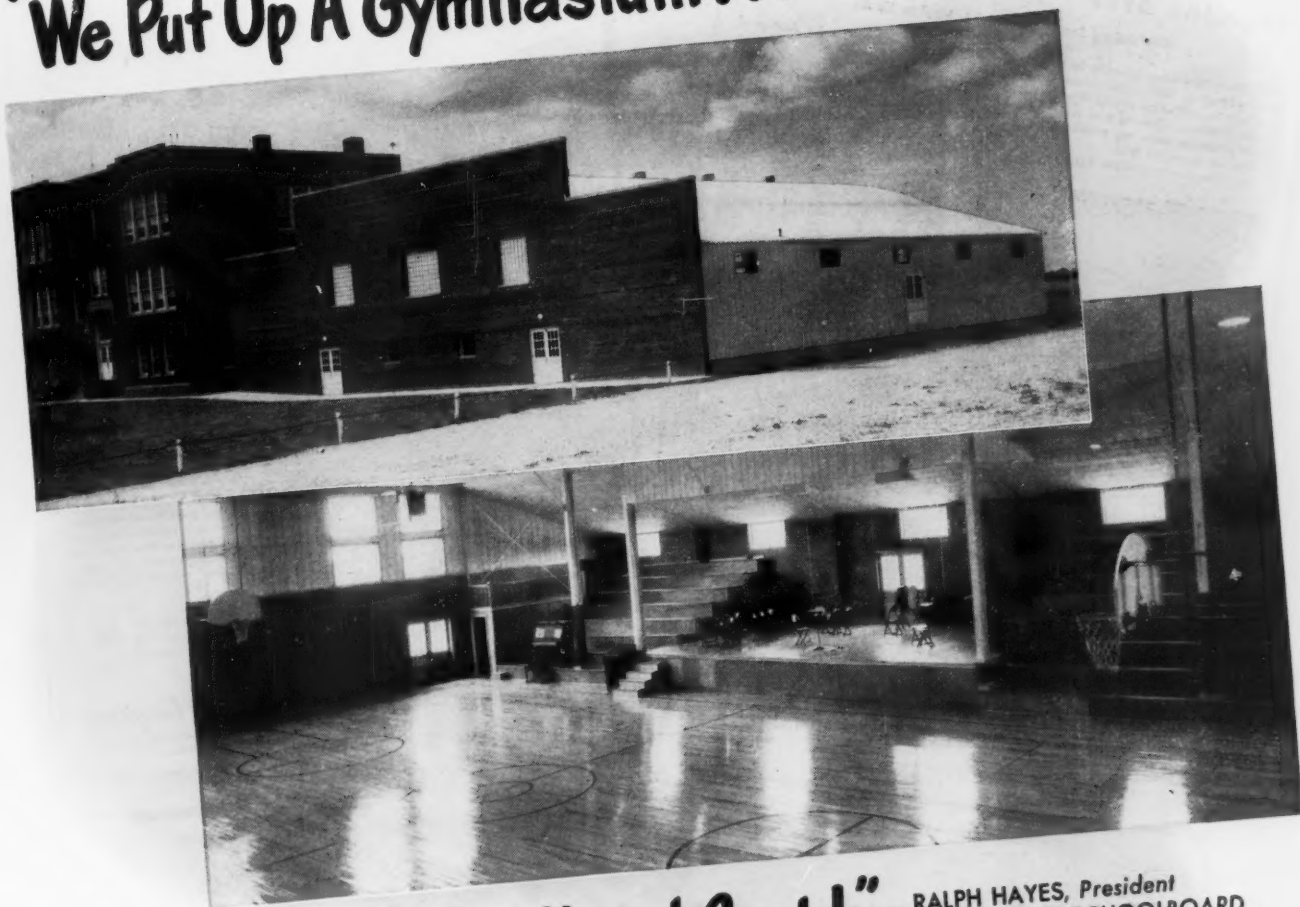
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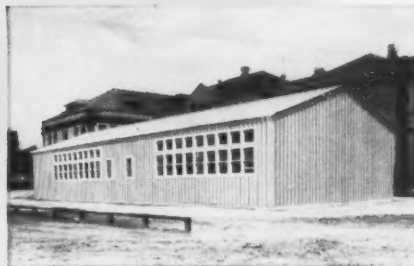
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ments, insufficient facilities and a shortage of teachers. These problems can be solved if each of us will take an active interest in the educational requirements of our own community. Join the work now with local civic groups and school boards in improving conditions for pupils and teachers. In serving their welfare, you serve us all.



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Universal Desk

Appeared in Time Magazine, Dec. 6, 1948



"Schools do more than teach facts"

The facts a child learns at school are only a part of the development he undergoes. At school he makes his first acquaintance with our nation's background and onward course. Hence, the task of our educators is not merely to impart knowledge—but to cultivate the resourcefulness and initiative that nourish the living

growth of our freedom, progress and prosperity. Good education fosters all that is best in human enterprise. Enlightened youth becomes more aware of the value of freedom, more capable of preserving it. Look into the educational problems of your own community. By helping to solve them, you will serve your own, your children's and your nation's future.



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Appeared in Time Magazine, March 28, 1949

MR. and MRS. PUBLIC need educating about education...



The world depends on what they learn

To solve the world problems now facing us all, the men and women of tomorrow—the school children of today—will need a high degree of wisdom, vision and strength of purpose. Our school teachers know this. They have accepted the responsibility it places upon them—but they need and deserve your help.

You can help them most effectively by taking an active interest in the efforts of your local school board and civic educational groups—supporting their progress in recruiting and adequately compensating the teachers needed; and by helping provide new facilities in keeping with the latest improved developments in classroom environment. There is no more constructive course you could take in present-day affairs.

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To Appear in Time Magazine, Dec. 5, 1949

That is why American Seating Company is running these full-page messages in Time Magazine, as part of a continuing campaign for better schools. They point out that investments in education are investments in the future of our nation.

That this campaign is winning public recognition is becoming more and more evident. If it serves, even to a small degree, to ease the way for educators and educational institutions to do their work better, it will have justified our efforts.

American Seating Company is close to educational problems and their relation to progress—with a familiarity resulting from more than 60 years of developing and manufacturing school furniture.

These are typical of other Time school pages, including one of June 20, 1949 (not illustrated)



FREE: Write for new 48-page illustrated booklet, "The Co-ordinated Classroom" by Darell Boyd Harmon. Also, "Progress Toward Improved Classroom Environment."

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Safeguard their health in the schoolroom

Every parent knows how much children love the great out-of-doors — how they thrive on cool, fresh, invigorating air. Because they spend the major portion of each day, five days a week, at least nine months each year in the schoolroom — it's imperative that we provide them with healthful, comfortable classroom air conditions.

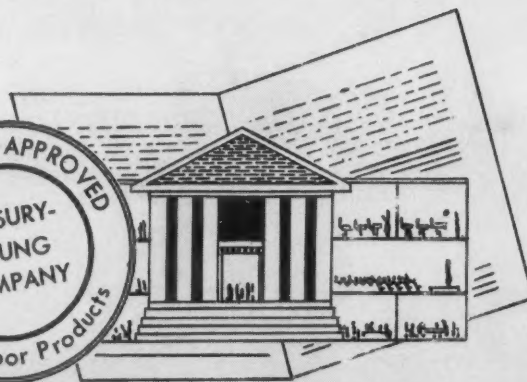
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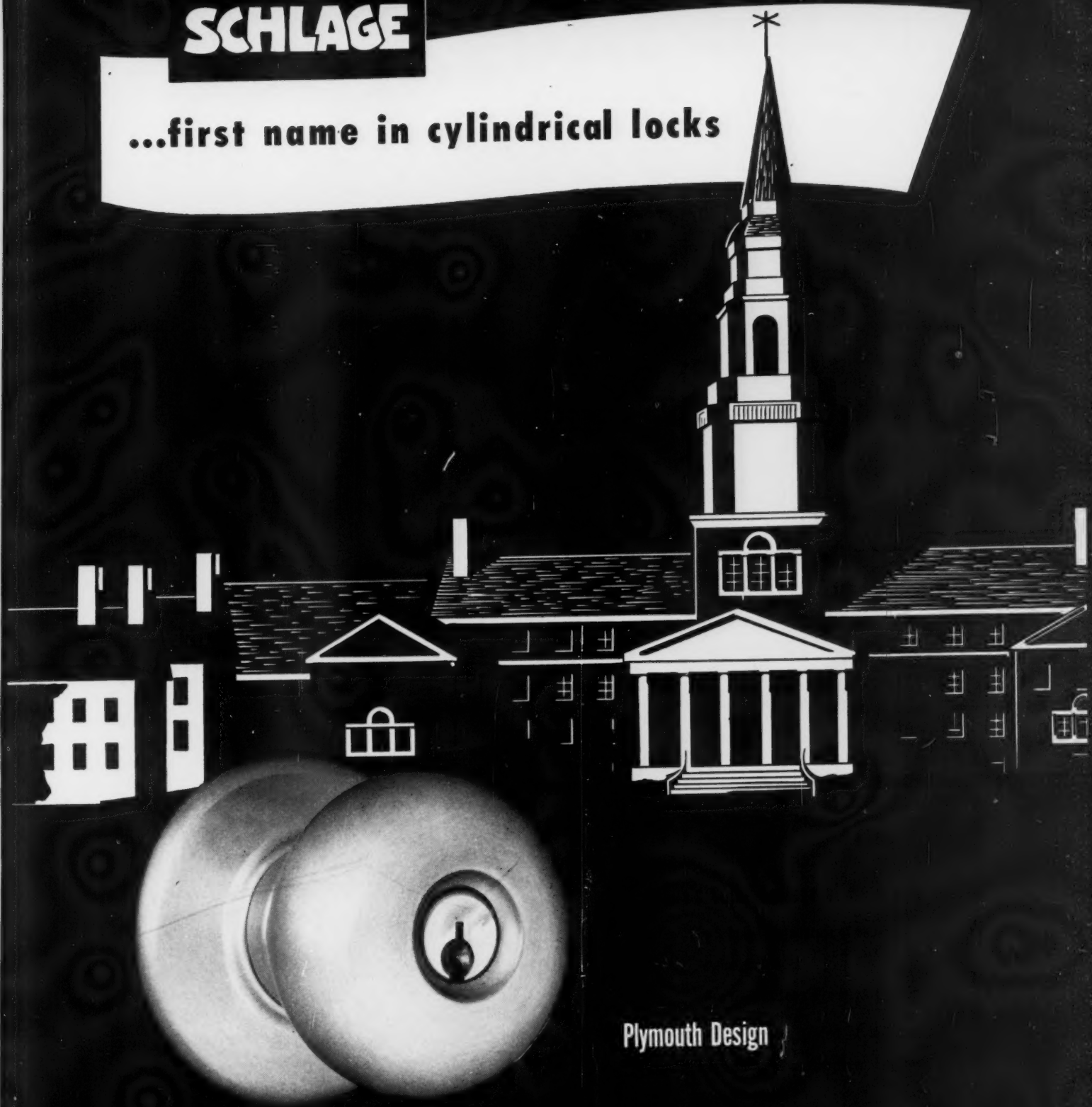
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Peter Pan Snack Shop, Western and Devon Aves., Chicago, one of four fountain-restaurants under Chris Carson management



Photos courtesy of Anetsberger Brothers, Inc., mfrs. of Gas Counter Cooking Appliances

OPEN KITCHENS, in Peter Pan Snack Shops, present an array of modern stainless steel Gas Counter Cooking Appliances to the full view of patrons. GAS is used exclusively in these busy Chicago fountain-restaurants because, as President Chris Carson puts it—"GAS has proved to be the ideal fuel in this type of restaurant where speed, efficiency, and economy are important factors."

Peter Pan Snack Shops serve an average of 42,000 meals weekly. Each unit uses fryers, broilers, toasters, grills, and hot-plates—all stainless steel Gas Counter Appliances. The Gas Equipment list at the Western-Devon shop includes:

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The simplicity of Gas Counter Cooking Appliances makes them particularly adaptable to open-kitchen operations. Easy-to-clean, service-free, and economical to use, they fulfill every fountain-restaurant cooking need.

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The NATION'S SCHOOLS

Looking Forward

Not a "Closed" Issue

WILL the coercion of the Oglesby, Ill., school board become a "closed issue"? Certain powerful interests want it to be so. Pressure is being exerted on educational authorities to forget the whole affair. The specious argument is advanced that, inasmuch as the union won the election, the people have spoken and all's well and forgotten.

To cross the Oglesby incident off the books is to accept force and intimidation as the pattern for determining policies for public school systems throughout the land.

Individuals well acquainted with the facts are especially critical of the state's attorney for failing to call a grand jury investigation. As time goes by, it becomes more and more difficult to obtain testimony at a public hearing.

The incident, however, is not a closed issue. The Illinois State Department of Public Instruction is continuing its investigation of the professional conduct of teachers involved in the affair; state funds for the school district still are withheld, and several professional organizations are gathering evidence for official action.

Released Time in Reverse?

CERTAINLY it's worth the effort—the effort to reach some common-sense understandings as to what constitutes the dividing line between tax support for child welfare and tax support for religious education. What does the principle of church-state separation actually mean in terms of public funds for textbooks, for bus transportation, and for part-time use of public school facilities by students from parochial or private schools?

An article in this issue (p. 41) is an excellent case study, a story of how the public school system in Hamilton, Ohio, has extended the use of its high school cafeteria, manual arts shop, football field, and a gymnasium to the students from the Catholic high school across the road.

This emerging trend of offering public school facilities for part-time use by parochial school students was the topic of a spirited but friendly argument among seven school administrators attending a recent national conference. After listening to a description of the Hamilton plan, one of the group exclaimed, "It's released time in reverse!" He argues that permitting parochial pupils to use a public school plant for activities that normally are a part of a public education program is, in effect, a diversion of tax money for the partial support of a sectarian school.

How does one define public service that benefits the child but which at the same time is not to be interpreted as part of his formalized public education?

In recent years the public school has become an agency for many services beyond the traditional curriculum. The best example is the federal school lunch program, which now seems to be looked upon as primarily child welfare rather than educational service. It's only the next step for the school lunch to be served in the public school cafeteria for the benefit of the parochial school children. Then follows the use of the gymnasium, the playing field, and other activities that might be called recreational. Or are they also educational? Then comes the joint use of instructional facilities. Thus, step by step, the path of "cooperation" leads into that marginal area of indirect aid for a parochial school program.

One dividing line seems sharp and clear: If the use of public school facilities by parochial school children is in any way supervised, administered or controlled by the outside agency, then public funds are being diverted to the partial support of a sectarian school program.

Many argue that, in a sense of fair play, parochial students are entitled to part-time services of the public school, provided the program remains completely under the administration of the public schools and without curtailment of services to the full-time public school student body.

Fairminded citizens want to maintain the most harmonious relations between public and nonpublic school interests. They recognize that all children are entitled to public services that are primarily for child welfare. But the joint use of public school facilities by guests or part-time enrollees from nonpublic schools involves precedents, policies and legal considerations that need to be explored patiently and judiciously. The intent of cooperation is good. The ultimate consequences are uncertain.

The situation at Hamilton, Ohio, is one that merits much study and observation. Patience and suspended judgment are recommended for all communities that are trying to find the line of separation between public education and child welfare. Surely there should be no weakening of the principle that public funds must not be used for religious education. But neither should it be denied that citizens who send their children to parochial and private schools also pay taxes for a public school system which more and more is becoming a community-service agency, expanding its activities into areas of health, feeding, recreation, vocational guidance, placement, and other adjus-

tive services, including diagnostic and remedial clinics.

Can the school as a public agency supplement the total program of any parochial school without violating the spirit or the letter of church-school separation?

No one as yet has the complete and final answer.

Experts Scan the Horizon

A CONCISE reading course for the administrator, teacher or layman who really wants to modernize his thinking on critical issues in American education has been provided by the American Academy of Political and Social Science. Its bimonthly publication for September 1949 is, in the words of its special editors, an attempt to dissipate some of the confusion, to clarify some of the issues, and to offer solutions for significant problems that have troubled leaders in American society as well as professional educators. Education's horizon, from nursery school to world outlook, is scanned keenly by 23 widely known authors.

"The record crop of young children produces not only immediate crises in housing and professional personnel," writes Willard C. Olson of the University of Michigan in one of the chapters, "but also a renewed enthusiasm and interest in both the long-time strategy and the day-to-day technics for child rearing." He believes that "a much larger investment in fundamental research on childhood must be made before appreciable gains can be expected on pressing problems of delinquency, crime, physical health, and mental and emotional disturbances."

A new understanding of adult education is offered in the chapter by Paul L. Essert of Columbia University. He builds on the thesis that "education is potentially a creative force in management of environment, rather than merely a response to changes and an aid in adjusting to change." This concept of the rôle of education in society gives great emphasis to adult education as a means of community improvement.

This newer trend, he insists, is not a substitute for adult education to meet personal needs but rather an extension of it. And he concludes, "Adult education in the United States has ceased to be only a privilege or a grant; it has become essential to the full life of all citizens."

With similar insight, the authors of other chapters have analyzed questions of the school organization, finance and leadership.

Also significant for all citizens is the chapter by Harold Alberty of Ohio State University, who testifies that we now know enough about the how and the why of democracy to be able to transform our public education program. "We can change our school system," he writes, "into a dynamic agency for maintaining and strengthening democracy if the professional educator and the public join hands in such a cooperative enterprise."

This encouraging outlook is reaffirmed in the final chapter by Roy E. Larsen, chairman, National Citizens Commission for the Public Schools, and president of Time, Inc.

Adding intrinsic value to the volume is a special bibliography prepared under the direction of Frank W. Hubbard of the National Education Association.

Impersonal and Dramatic

BENEFITS to the child and services to the community—these and these alone are the two guidelines within which is channeled the recent annual report of the superintendent of Chicago public schools. It's the kind of report visualized in an earlier editorial, one that invites reading and creates understanding. It tells Chicago parents and other citizens what their schools have done to increase, improve and expand public education.

In describing benefits to the child, the report shows the organization and activities by which the entire personnel has sought to put into practice a basic philosophy, one that was developed by a new curriculum department with all interests of the staff represented.

The report acknowledges many valuable services from community agencies through which the public schools have sought to serve community needs. It confirms the adage that those who give most receive most.

In format, the report is a skillful blending of photographs that tell their own dramatic story, interpreted, however, and given greater meaning by a running account. Posed pictures of the school board and top administrative officials are commendably absent. The report is as impersonal as it is dramatic.

Sixty-four illustrated pages plus cover represent a considerable investment not only in printing and paper but also in staff time. How, then, can the report be distributed for maximum benefit? The policy of the Chicago board is to place it in the hands of every teacher, in the belief that every member of the instructional personnel should have an over-all view and understanding of the service of which he is a part. The report is distributed to officers of all community agencies that work with the schools. A limited number of copies is available to key educational interests within the state and nation. Principals and other administrators within the system hand in lists of individuals within the community to whom they believe the report would be of value. These methods resulted in a local distribution of 12,000 copies.

Both in content and in distribution, the 1949 annual report of Chicago's general superintendent meets the criteria of being a "useful means of interpretation."

No Doubt About It

THERE'S no doubt in the mind of Judge W. J. Steinert as to whether bus transportation is a direct aid to a sectarian school. Writing the majority opinion in a recent decision of the supreme court in the state of Washington, he stated: "We think the conclusion is inescapable that free transportation of pupils serves to aid and build up the school itself. That pupils and parents may also derive benefits from it is beside the question."

The supreme court ruled that the constitution of the state of Washington would not permit transportation of pupils to parochial schools in public school buses.

The Editor

The NATION'S SCHOOLS



LANHAM ACT LOBBY *shows again*

how to get money from Congress

MIDWAY between Capitol Hill and the sprawling offices of the General Services Administration (formerly the Federal Works Agency) in Washington stands the Raleigh Hotel. It is a convenient stopping place for those who have business with both Congress and G.S.A. officials. Over the past few years the Raleigh Hotel has become the unofficial, now-and-then headquarters for a group of school superintendents devoted to a single purpose—getting help for their school systems from Congress.

Lobby is an honorable word in Washington, and lobbying is an honorable activity. Congress has recognized this and, without prejudice, has passed the Lobbying Registration Act. Its purpose is not to restrict the American right of petitioning lawmakers for favors or for redress of grievances. The lobbying act was passed only to help Congress know who wants what in Washington and who pays for the effort.

B. P. BRODINSKY
Washington, D.C.

The schoolmen who take rooms at the Raleigh Hotel from time to time do not register as lobbyists. They say they are exempt as public officials; anyway, anyone is free to talk with his own congressman. Further, they see their task as one of public service—informing Congress that their particular school districts are laboring under unbearable conditions.

Since they are not registered, their names are almost unknown among the Washington working press. Yet their story has reached the ears (and some say the hearts) of congressmen. That is why over the past years Con-

gress has appropriated more than \$60,000,000 to help their school systems, while at the same time refusing to pass such highly advertised measures as federal aid to education.

Who are these men?

They are superintendents whose school districts—five years after American victory in Europe and Japan—still lie hurt, shattered and impoverished—casualties of war.

One such casualty is Midwest City, Okla. Before the war it was a small school district near Oklahoma City enrolling 100 pupils. During the war the air forces built Tinker Field, a half billion dollar establishment. War workers came and brought their children with them. School enrollment jumped from 100 to 500, from 500 to 1200. The first week of school in September 1949 enrollment stood at 3100, an increase of 3000 per cent. Although the school district lies next door to a huge industrial establishment, no taxes can be collected from

The picture at the top of the page vividly tells the story of how private housing has had to be converted to school use in San Diego.

it because it is owned by the federal government.

That is why Superintendent Oscar V. Rose of Midwest City has been one of the most active petitioners for congressional help.

Another casualty is Mad River Township, Ohio, located near the Wright-Patterson Air Forces Base. In 1939 only 800 children attended school in this district. By 1946 enrollment rose to 2500, an increase of more than 200 per cent. During this same period more than a million dollars' worth of taxable property was removed from the tax rolls as the federal government took over acre after acre for the air field. Before the war this district had \$3300 of assessed valuation for each school child; by 1947, only \$1600.

That is why Superintendent Walter E. Stebbins of Mad River Township has joined with Superintendent Rose in seeking Congressional help.

CASUALTY LIST IS LONG

Then there is Orange, Tex. Before the war it was a school district with about 2000 pupils. War shipbuilding brought thousands of new workers to Orange, and school enrollment increased 400 per cent. After the shipbuilding was discontinued, the school population was still 150 per cent more than the prewar enrollment. The Navy Department kept title to valuable riverfront property and paid no taxes. Payments in lieu of taxes amount to less than one-fifth the cost of educating the children of the navy employed workers. Despite every effort by the people of the town, the school deficit for 1947-1948 was \$200,000.

That is why Superintendent C. O. Chandler of Orange has joined with Superintendents Rose and Stebbins to convince the government that the deficit should be made up from the U.S. Treasury.

The casualty list is long. A school district in Sarpy, Neb., lost much of its tax base when the federal government took over land for a bomber plant and, aggravating the situation, brought in thousands of new workers. In Houston County, Georgia, an army air depot created the same kind of problems. Because of Uncle Sam's activities, average daily attendance in Inkster, Mich., has risen 299 per cent; in Rantoul, Ill., 225 per cent; in Clover Park, Wash., 221 per cent.

Superintendents from these and

other school districts join from time to time with the Rose-Stebbins-Chandler nucleus to form a loosely organized yet hard hitting lobby on Capitol Hill. At times as many as 50 to 60 superintendents have come to Washington, blanketing Capitol Hill, pleading their cause in the offices of their senators or representatives.

What, specifically, impels these superintendents to leave their desks and spend time and effort appealing to Congress and to federal officials for help? The story began in 1940, when the United States launched the biggest rearmament activity the globe has ever seen. Within 90, 120 or 150 days—and nights—bomber plants, cantonments, hospitals and shipbuilding yards appeared where once swamps, woodland and riverfronts lay idle. Villages grew into towns and towns into cities as workers swarmed in to take war jobs.

By 1940 Congress had passed the Lanham Act to house workers crowding into defense areas. Later, Title II was added to the act, authorizing operation of schools and other community facilities.

During the first year of the so-called Lanham Act program, 1941-1942, Uncle Sam paid out money to the war affected districts on a "defense-connected-pupil-basis," with the U.S. Office of Education recommending how much each local school agency was to receive. Beginning with 1942-1943 federal assistance switched to a deficit financing basis. The Office of Education continued to review the need of each district, and the Federal Works Agency paid out the money. During the five school years ending in 1946, Congress spent \$43,000,000. During the same five-year period, although there was considerable change in the specific schools, more than 900 different schools received Lanham Act money.

A SYMPATHETIC CONGRESS

After the war, the F.W.A. announced that Lanham Act funds would stop, because their only justification was to aid the war effort. The immediate result was a flood of letters from the war affected school districts to Congress and to the White House. "Our school enrollment remains as high as at any time during the war," these letters said in effect. "School costs are rising, despite the war's end. Since this situation is the result of federal action, the federal

government must continue to help us for one more year."

Congress was sympathetic. The Lanham Act was extended for one more year with an appropriation of \$7,000,000. It was extended again the next year. And as soon as the appropriation for the 1947-48 school year was made, these same superintendents began pressing for money for 1948-49. America was now in a "cold war." Rearming again became the order of the day. Here and there other school districts fell under the thumb of Mars.

As a result, Congressman Landis, who was chairman of the House subcommittee on education and labor, asked the F.W.A. to find out the number of school districts receiving help that expected to need help the following year, the number of new areas that might fall into this category, and the amount that would be required.

Partly as a result of this study, but more because of the continued agitation of the superintendents, Congress passed the Landis bill authorizing \$6,000,000 for 1948-49. This year Congress once again came through, authorizing \$7,500,000 for 1950.

HISTORY OF THE STRUGGLE

Reviewing the history of these activities, a Legislative Reference Service report to the Senate said:

"Each year, about half of the authorization has been appropriated in the legislative session before the school year began and the remainder appropriated the following session late in the school year. In both instances the total amount appropriated has been less than the total deficits of the eligible schools, and each year the individual schools have been forced to end the year's operation with a deficit or curtail the school program.

"The school officials have been faced with the uncertainty of what funds would be available until late each school year. Since they have not known what would be available, they have not known what position to take in making commitments for teachers and supplies at the first of the year.

"This situation has become so unsatisfactory that it appears that these schools would abandon their efforts if it were not for their desperate need for assistance."

But as late as this summer Oscar V. Rose told a Senate subcommittee, "This problem still remains and should no longer be thought of in a temporary, makeshift fashion."

The occasion of Mr. Rose's statement was the series of hearings, held in June of this year, to study a permanent school construction bill, being drafted and redrafted by a subcommittee headed by Senator Humphrey. The bill had the support of most major educational groups, including the National Council of Chief State School Officers, because it provided for a long-range plan of grants for school construction of all states, for state-by-state surveys of school needs and, in addition, for emergency aid to the distressed districts.

MEN ON FIRING LINE

Many distinguished educators appeared before the Humphrey subcommittee to endorse the principle of long-range school construction aid for all the states and the bill's other clauses. When Mr. Rose took the witness stand, he said:

"You have listened for nearly two weeks to testimony from the experts of many of the organized professional groups of the nation. That testimony has been of a technical and theoretical nature. The witnesses who will appear before you today are the men on the firing line, so to speak, in the representative school systems throughout the nation which have been affected by war and defense activities. It is to these men that the children have come and continue to come for enrollment in ever increasing numbers."

"The men from the firing line" came in quick succession.

Superintendent Glen T. Goodwill, Monterey, Calif., came to tell how army and navy activities overburdened his district with children, at the same time removing taxable property from the tax rolls.

Came also Superintendent W. E. Wilson of Clark County, Indiana, to tell how Charlestown is now struggling with swollen enrollments of children brought by du Pont powder mill workers.

Came also Superintendent A. G. Hudtloff of Clover Park, Wash., a district swamped with children from families connected with Fort Lewis, Camp Murray, Madigan General Hospital, Mt. Rainier Ordnance depot, McChord Field, naval supply depot, and U.S. Veterans Hospital.

Came also Superintendent J. W. Eater, Rantoul, Ill., where enrollment boomed as a direct result of Chanute Air Force Base activities.

Came also Superintendent C. B. McFadden, Moses Lake, Wash. His district is midway between an atomic bomb plant and Grand Coulee Dam, sometimes described as the No. 1 defense base of the United States.

They, and many others confronted with similar problems, pleaded for immediate federal grants to help their specific school districts build new buildings.

To buttress this testimony, about 50 other superintendents from federally affected areas were at work on Capitol Hill. It is not clear whether they were filling their congressmen's ears with pleas for the over-all school construction bill or merely for the clause which would benefit their particular districts, though many of these superintendents were heartily in favor of the entire bill. It is clear, however, that the Humphrey subcommittee knocked out the long-range grants provision and voted to include only grants for dis-

tressed districts and for state-by-state surveys.

During September, as Congress was rushing toward adjournment, it appeared as if the work of the lobbying superintendents would be crowned with success. A device that had worked in the past was used; the bill was brought up in the Senate three days before adjournment and passed by unanimous consent. Because these superintendents had agreed with the Chief State School Officers to include funds for statewide plans for construction and to place federal administration in the U.S. Office of Education, they had the support of these sponsors of the original bill. It was the soundest legislation they ever had sponsored, from the point of view of most educators.

Similar procedure almost worked in the House. The day after the Senate voted, the bill failed of unanimous passage when Representative Nicholson of Massachusetts objected. The next day all opposition was stilled except Representative Jensen of Iowa.

PLIGHT MOVES ALL

But since the need of these superintendents remains as acute as ever, they will be back next January to urge Congress to come to their relief, and, incidentally, to pass a bill which may lead to an excellent program of federal aid for school construction generally.

No one in Washington belittles the plight of these special school districts. Many congressmen have battled in their behalf, presenting testimony before committees and arguing their cause on the floors of Congress. The

School and gymnasium at Carquinez Heights, Vallejo, Calif. In such units as these children in war-boomed areas are attending their classes.



N.E.A., the A.A.S.A., and the National Council of Chief State School Officers also have been sympathetic.

These organizations, however, have insisted that federal aid for education for *all* school children must come first; that school construction aid for *all* states and *all* districts in need must have second priority; that the special needs of the affected districts must be met but in a framework of sound policy. It is true, however, that some state and national spokesmen for education have not been happy about the lobbying tactics of this smaller group of educators.

CALLED "SEPARATISTS"

Officials who are concerned with the over-all problems of education have spoken in private of the Lanham Act superintendents as "separatists" who "go it alone"; who are not willing to work through the regularly established state and national organizations to obtain their ends; who were content and even happy to by-pass the U.S. Office of Education and state departments of education until forced to change their ways during the present Congress; who have magnified the problem to make it appear to Congress that it is the No. 1 national educational issue—and have thus hurt the cause of major bills.

When Worth McClure of the American Association of School Administrators took his turn before the Humphrey subcommittee he referred to the troubles of the "distressed" school superintendents in these words:

"The picture which has been presented by these gentlemen is a true picture, but it is by no means the whole picture."

To which Senator Hill, who was presiding at the time, responded: "In fact, it is a small part, as acute as it may be."

Dr. McClure went on to say that in several thousand other school districts the school plant emergency is just as acute as in the federally affected districts. He then counseled that "when federal funds are provided for aid in schoolhouse construction, they should be channeled through the United States Office of Education, and the various state departments of education, unless the education of millions of boys and girls is to be strait-jacketed for the next 50 years."

Why? "For the vital reason that the intelligent planning of education on a statewide basis cannot be conducted if a federal agency undertakes to deal

separately with every single school district which may require assistance. . . .

"We had plenty of examples during the depression years when certain federal agencies were permitted to go directly to school districts without regard to planning within the state. There are plenty of instances where efficient, economical administration was made impossible because some local political prestidigitator had succeeded in securing a federal grant for a nice new building that entrenched for at least 50 years an expensive, inefficient program of instruction."

During the testimony of the Chief State School Officers, Senator Humphrey agreed with this point of view, saying:

"I think we should try to work toward the policy of getting our educational policy as pertains to the federal government based upon the considered judgment of the major educational groups. I can see in one of the bills where you have direct federal aid to the local school district. [Under such a scheme] What you get is just running to Washington. . . . It becomes a matter of pressure on congressmen, senators, and what have you, and it opens the door clearly for federal interference in the school pattern."

To all these arguments the response is made that the professional organizations in Washington do not really understand the troubles of the "distressed" superintendents; that they cannot wait until long-range legislation is enacted; that whether their lobbying is professional or not, it brings much needed relief; and whether it is in line with good educational policies or not, it has to be done.

DAWSON TAKES CENTER POSITION

Striking a middle note is the remark of Howard Dawson of the N.E.A. Rural Service:

"These men have needed help and they deserved all possible support from all educators. But they ought to get out of this business just as soon as there is created a permanent policy on the part of the federal government to help these few special districts."

"Mr. Rose and all his friends probably realize this is no way to finance a school program, whether for maintenance or for school construction. Perhaps up to now they couldn't help but do what they have done, but now it is time for all of us to get behind legislation which will create a comprehensive

method of treating these federally affected districts."

Creating such a policy today is also the concern of the U.S. Office of Education, the Truman Administration, and the subcommittees organized under Representatives Bailey and Burke to study the affected areas firsthand. A start toward such a policy is made in H.R. 4115. This bill, introduced by Representative Lesinski, divides the problem into two parts:

First, aiding school systems on federal reservations and other federally owned property from which no tax equivalents are available. This title, if enacted, would bring order out of the multiple and chaotic procedures which the army, navy, air force, corps of engineers, Bureau of Reclamation, U.S. Park Service, Atomic Energy Commission, and other agencies use to help pay for the education of children in the communities in which they operate.

But it is Title II that presents the real problem. This title is concerned with aiding off-reservation children—in localities overburdened with school enrollments because of war, defense or other federal activities, the type of areas represented by the Midwest City, Mad River Township, and Orange school districts.

PERMANENT WARDS?

Shall these districts also become permanent wards of the government? How should aid to them be given? For how long? The Bailey and Burke committees may provide some answers after their hearings are over. A high level of combined state and federal aid in every state, distributed on an equalization basis, would, of course, solve the problem.

When the second session of Congress convenes in January, the Lesinski bill probably will be redrafted time and again until an acceptable solution is found to the troublesome problem of guaranteeing an adequate education for the 160,000 or so children in all types of federally affected areas.

What troubles many educators in Washington is that Congress may be led to believe that in helping this small segment (0.6 per cent; 160,000 as compared to the total enrollment, 26,000,000) of the school population it has done its duty for all children. This must not be permitted to happen, these educators insist, and no lobby, no matter how effective, should be a partner to such a diversion.



Courtesy of Edison Institute, Dearborn, Mich.

EDUCATION SHOULD FACILITATE AND IMPROVE THE NATURAL PROCESS OF LEARNING.

The quest for **SCIENCE IN EDUCATION**

DO YOU know that more than 4000 years ago in China there was a highly developed system of education with a curriculum so narrow it consisted solely of the classics of that day? In those schools the learning activity was memorization and recitation. The standard was 100 per cent achievement in reproducing what had been studied. Discipline was rigid enough to satisfy the most vociferous essentialist. The teacher's word was law with both students and parents.

To cap the climax, "passing" the examinations was the door to social and political success. Ah, those really were the good old days! No need to worry about confusing innovations.

S. A. COURTIS

Professor Emeritus of Education
University of Michigan

The schools' one aim was to preserve the status quo.

Strangely enough, in every race and clime from that day to this, everyone who for the first time organizes a school tends to follow exactly that same pattern. Adults prescribe for the oncoming generation whatever of value they themselves have received from their fathers and insist on its being "learned." The man of achieved skill or knowledge similarly prescribes for his apprentices what he believes are the essentials of his ability. Re-

production is the natural "common sense" test of learning.

Have you ever asked yourself how many of the teachers and parents you know are trying their best to reestablish in your system schools like those of old China, and why? It seems almost inconceivable, does it not, that in an age in which much evidence of outstanding progress is to be seen there should be so little change in the fundamentals of an institution like education. We live in an age of scientific marvels, yet in essential particulars teaching is almost as primitive as it was in the early schools.

One must admit that it is possible to find progress in education if one

looks for it in the right places. In our day we believe education is so important that we insist by law that every child shall go to school. We have erected school buildings that are marvels of beauty, convenience and sanitation; well ventilated, well heated, and well lighted. Just read the advertisements in this magazine from this point of view. China had no such equipment for education as we have today.

The curriculum has grown, too; *how* it has grown! We insist that our children shall learn about all people, all places, and all things. In our schools at least, we cover the earth. One must look in some backward rural hamlet to find a school that still limits itself to the three R's; no progressive city school administrator would dare omit any phase of human activity from the curriculum: from nuclear fission to interpretative dancing, from political campaigning to social functions, from problems of international competition to problems of psychoanalysis and sublimation of the ego.

And our teachers! "How much better teachers we have now!" We select them "scientifically." We constantly lengthen the training period. We send them to institutes and conventions to make sure they keep up to date. We do everything possible except to pay them well and give them an opportunity to use their own initiative. This is because we must make sure that our teachers in manners, morals and procedures are orthodox in terms of the status quo.

WE MARK, WE PASS

But in spite of all our changes and progressiveness, we keep our standards high, don't we? We still see to it that our teachers teach and our children learn. We survey and test to make sure our schools score at least a little above the nationwide average in standardized tests. We "mark," we "report," we "pass"; we have commencements, we put on exhibitions, plays and demonstrations to advertise our orthodoxy and to prove to parents that we are carrying out satisfactorily their desire to "give" their children an "education."

Facts are stubborn things. We may try to ignore them, understand them, or explain them, but facts are unchanged by our desires and activities. The world was round even when all men believed it flat. The fact that every man, woman and child now

alive, as well as all who have ever lived, "sees" the sun rise and set doesn't prevent the earth from turning on its axis or revolving around the sun.

So in education. There are a few facts it seems that every reasonable person concerned with education would do well to recognize and ponder deeply.

Children learned before there were any schools or teachers, and children learn today before they go to school. Also everyone continues to learn all his life, even after graduation. Learning is a natural process, like the growth of plants and animals or the flash of lightning from the clouds to the earth. It would seem reasonable to suppose that education should try to facilitate and improve the natural process of learning the way a farmer facilitates and improves the natural process of growth of corn, or the electrical engineer harnesses the lightning flash. Yet learning by memorization, recitation and the other academic activities in our schools is not in accord with the natural process of learning; such devices actually hinder real learning. There are no "teachers" in nature. It is experience that "teaches" in the school of life.

In an age of confusion, distress and frustration, it is to be expected, perhaps, that in education, too, the same conditions should prevail. Education appears to be drifting like a rudderless ship in the swirl of the turbulent currents which always mark the dawn of a new age. Yet all great thinkers and writers from Plato down, as well as all dictators and pressure groups that seek to exploit men for personal advantage, recognize that education is the most potent single agency for social control. In education, more advantageously than anywhere else, intelligent action might be taken to adjust to new world conditions.

It is a fact, too, that the world is a going concern. It was operating long before anyone now alive had appeared upon the scene, and the probabilities are that it will continue to operate long after the baby just now being born has died. Now the most evident and persistent characteristic of all manifestations of life is change. The man or nation that attempts to keep life static simply opposes his will to the almighty forces of nature. Strikes, wars, revolutions all bear witness that life forces cannot safely be confined for long.

It seems as if it would be entirely feasible to conceive and administer education as an agency for rational adjustment to change and to do so strictly in accordance with the natural laws of adjustment. Many years ago H. G. Wells painted a picture of what education ought to become. He characterized his schools as Temples of Vision. Are the schools you know struggling *against nature* to maintain an artificial process of learning, or are they becoming Temples of Vision in which the oncoming generation is actively experimenting and planning to create the better world for people to live in that we all desire? Do you believe schools should lead or follow?

ALL THAT TEACHERS KNOW

It is a fact, well established by stenographic records, that in the traditional school the emphasis is on answer getting under dictatorial direction, not on problem solving on one's own initiative. We carefully select and train our teachers so that they may be competent to transmit the wisdom of the past. We indoctrinate them by transmissive methods of teacher training until apparently *all* they know or think is in terms of transmission and acquisition.

There has been no dearth of inspired leaders and prophets to protest against our foolish behavior. In the eighteenth century, Froebel described the function of education as the development of personality through self-expression leading to self-realization. To emphasize his concepts, he wisely called his schools "kindergartens," places to grow children, a masterly expression of the natural process of learning. John Dewey in our own times has amplified and clarified the concept. Progressives of many shades and types have done their best to put such ideas into practice. But the net result has been increasing confusion and disintegration. Why?

I feel sure there are two reasons. The first and more specific reason seems to be that all but a small minority of teachers, administrators and parents receive and appraise all new ideas in education only in terms of the concepts inherited from the past. To them Froebel meant that the teacher is to integrate personalities; it is the teacher or the administrator who is to democratize the schools.

To say to such individuals that no person can teach another in the sense in which the word is used by the aver-

age educator, that our entire machinery of education—teacher training, grades, subject matter standards, discipline, tests and marks—is based on a false premise is to talk like an insane person. The words just don't make sense to them.

The second reason appears to be a more general one. Life has always been a savage, competitive struggle for survival in which right is established by might, not reason. Democracy and its ideals of liberty, equality and fraternity have never been completely achieved and must remain forever but a beautiful dream until methods of cooperative endeavor based on rational adjustment have been invented and put into general practice. The American Revolution never touched the little old red schoolhouse.

It is easy to see that the growth and prosperity of America has come from our early efforts to put the democratic dream to work but it is just as easy to see that, as our nation has increased in size, wealth and power, the simple governmental machinery of pioneer times is proving increasingly ill adapted to deal with the tremendous problems that confront us. The development of democracy has not kept pace with the development of civilization. We have been too intent on "preserving the Constitution."

Stop a moment and turn your eyes inward. How are you now reacting to these statements? Are you protesting that the school systems you know have completely outgrown the concept of memorization as learning and that all teachers are cooperating in improving education? Are you saying that today education has attained a high professional level, being based on scientific research and tested, proven methods which make such criticisms as those above ridiculous? If so, you, too, are caught in the web of inherited misconceptions that makes you impervious to truth.

HITLER COULD SAY THE SAME

Let me remind you that facts are stubborn things, beyond our power to alter them. Have you ever made a factual record of the words said and the things done in any classroom and then evaluated the record in terms of the degree to which the teacher made the decisions, gave the directions, preserved the order? Would you say as many superintendents do, "I 'give' my teachers every possible opportunity to cooperate and see that they use it,

too"? Hitler could say the same. The fact is that the only large-scale cooperation most of us have ever experienced has been cooperation under compulsion.

And how about science in education? Are there elements and laws and a body of established knowledge accepted by all? You know there are not. Do psychologists agree as to what intelligence is? Can you measure a child with different intelligence tests and get the same I.Q. every time? Do standard tests yield scores that are like measurements of length and weight, being the same no matter by whom the measurements are made? Or have you heard of teachers, supervisors and even superintendents who were "wise" enough to manipulate their testing so that their classes or schools might make a good showing?

Are the conclusions of a Thorndike ever confirmed by the investigations of other educational psychologists so that they may be used by all teachers as a basis for prediction? The answer is "No," today as truly as when the answer was first written by that master psychologist William James.

"A string of raw facts; a little gossip and wrangle about opinions; a little classification and generalization on the mere descriptive level; a strong prejudice that we have states of mind and that our brain conditions them; but *not a single law* in the sense in which physics shows us laws, not a single proposition from which any consequence can causally be deduced. We don't even know the terms between which elementary laws would obtain if we had them. This is no science; it is only the hope of a science."*

In succeeding articles, the evidence that points to the generalizations above will be arrayed in some detail. For the present it is enough to note that again and again men have dreamed the dream that man may control human destiny through an education based not upon superstitious beliefs and personal prejudices but upon a foundation of scientific knowledge.

Wundt in Germany and Galton in England (1875) were pioneers; Cattell and Jastrow (1885) in psychology, and Rice (1894) in education, prepared the way. Binet (1905) and

*James, William: *Psychology*, Briefer Course, 1892, p. 468. If you think this statement is out of date read also Spearman, C.: *The Nature of Intelligence*, 1923, p. 28, or Carrel, Alexis: *Man, the Unknown*, 1935, p. 1.

Thorndike (1910) gave us the first crude but calibrated instruments of measurement.

There the story ends. Test construction and use and statistical manipulation of scores have multiplied enormously. It is true that measurement has come into general use. But science is *objective, impersonal, verifiable* knowledge, and the activities that masquerade as science in education do not yield results of this character. Science in education was stillborn.

Truth crushed to earth is never made impotent. The dream of the conquest of man by man will never die. New discoveries have been made; a new age dawns; a new opportunity is at hand. What part will you play in this new scene in the drama of human evolution: hero, villain or mere observer? Are you open-minded to evidence? Can you discard superstitions when their superstitious nature is scientifically revealed? Do you desire to help establish truth? Or is the world still flat to you, and are your eyes closed to serious defects in the existing order in our schools?

REFLECT ON THESE FACTS

In preparation for next month's article in this series, suppose you reflect on these facts:

1. There is in the world a natural process called maturation by which boys and girls who know very little at birth gradually change into intelligent men and women. In doing so, they inevitably learn. Learning is thus a natural by-product of experiencing. Would it not be desirable and possible in our schools to enrich and direct the natural process of experiencing and then substitute it for teaching?

2. Education may be conceived either as a process by which the wisdom of the past may be transmitted to the oncoming generation to maintain the status quo or as a process of personality development in which there is no teaching, only learning as a by-product of the natural process of maturation. Which is best for an atomic age?

3. Science is impersonal, objective, verifiable knowledge derived from experimentation under the law of the single variable. To label something "scientific" does not make it so. Would it not pay you to test everything labeled scientific by this criterion?

NEXT MONTH: The New Understanding of Learning.

SPIRITUAL VALUES

WILLIAM JACK STONE

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San Diego City Schools, San Diego, Calif.

"Nature is but a name for an effect whose cause is God."—Wm. Cowper.



THE schools of San Diego, Calif., embarked on a program of rededication to the ideals and values of the American people two years ago. This program has had a two-fold emphasis. The spiritual values program analyzed the moral and ethical standards which have guided all men toward the good life. The Americanism program showed the application of these values to our American democratic way of life. These two emphases resulted in companion handbooks, "Spiritual Values" and "The American Way." This article reviews the steps taken and describes the nature of the spiritual values program.

A spiritual values steering committee whose members were representative staff members was formed. It took the following steps. (1) A survey of literature used in spiritual values education was made with the cooperation of the N.E.A. department of research. (2) Other school systems were contacted to obtain a picture of current practice. (3) Various definitions of spiritual values education were considered, and a statement was formulated representing the San Diego point of view. (4) A handbook of illustrative San Diego practices was compiled.

The purpose of the handbook was to analyze and make explicit the nature of our present opportunities as a basis for continued improvement. Two persons were employed to compile and rewrite materials. During the process of editing, the help of professional men in various walks of life outside our San Diego schools was obtained to broaden the approach. The result, because of the quality of contributions by staff members, is a handbook on spiritual values in the San Diego city schools which is readable, specific and practical, and is a product of system-wide endeavor.

The handbook recognizes that mankind always has believed in a spirit greater than man. The development and organization of beliefs have resulted in a variety of religions. Secular agencies also have been concerned with the development and organization of beliefs, and moral and ethical truths have been expressed through channels other than those of organized

Dr. Stone is now on leave of absence from the San Diego schools to serve as general consultant and director of the cooperative project in human relations of the Los Angeles County schools.



Some of the symbolic pictures illustrating the San Diego teachers' handbook are reproduced here. This photograph was titled: "The heavens declare the glory of God, and the firmament sheweth forth his handywork."

religion. The school as one of these institutions has been concerned for centuries with spiritual values in education and with the development of worthy character and ethical behavior.

The contents of the handbook are organized around questions raised by teachers. One such question is "What do we mean by spiritual values in education?" The steering committee answered this question by formulating educational objectives in terms of five learnings which the school should seek to develop in order to achieve values of a spiritual nature. These are: (1) respect for personality, (2) loyalty to ideals for American democratic group life, (3) responsibility for self-direction, (4) perseverance in pursuit of worthy goals, and (5) sensitivity, creative ability, and reverence.

A question frequently raised by teachers is "How are spiritual values developed?" Will C. Crawford, superintendent of San Diego city schools, in initiating the emphasis on spiritual values suggested that this question be answered through narrative accounts of

school practices reported by staff members. Therefore, the first five chapters of the handbook contain such accounts organized under the five areas of spiritual values learnings as identified by the steering committee. Each narrative account contains three elements: (1) a description of the problem faced by the individual or the group; (2) the nature of the teacher guidance given, and (3) evidence of behavior growth on the part of students.

The following are a few of the many situations dealt with: (1) Mary, a junior college student, acquired an understanding of the teacher's point of view when she acted the rôle of the teacher in a conference with her counselor. (2) A high school student was moved to work for improved intercultural understanding by the "Panel of Americans" presentation, although he became impatient at the lack of response from some of his classmates. (3) Buddy acquired a pride in com-

pleting a job, even in the first grade, and expressed that pride by his comment to his teacher, "I did it myself!"

A question frequently raised by school people is "What specific contribution can I make in my teaching assignment?" One chapter answers this question by indicating the opportunities present in every subject field.

Physical education provides the occasion for developing sportsmanship, fair play, and respect for following rules.

Social studies help pupils realize that democracy is an attempt to achieve spiritual values in civil life.

Through the *language arts* students become acquainted with the great minds of the ages. They develop an awareness of the reverence of all people for a God, and within the language arts field there are abundant opportunities for creative expression.

Science emphasizes the orderliness of the universe and attempts to ex-

plain the known and to teach a respect and reverence for the unknown.

Sensitivity to beauty in the environment, appreciation of arts of all ages, and the expressions of personality through a variety of mediums are aspects developed by the *fine arts*.

In *music* one finds the ideals and strivings of people recorded and expressed through song. Song lists are included in the handbook.

Homemaking, health education, and other subject fields offer opportunities for developing moral and ethical character, and all phases of school life provide experiences that promote critical thinking in connection with democratic group activity.

"What is our policy regarding religious aspects of education?" is a question frequently raised. Sectarian religious instruction is prohibited in the schools of California. However, the schools have a responsibility for providing guidance in those areas of moral and ethical principles that rise above creedal bonds.

Thus, in the study of world history, it is appropriate for youth to learn of

the rôle of the church as an institution in the development of civilization. Christmas, Easter and Thanksgiving provide opportunities to develop feelings of reverence and good will toward our fellow men. Many schools have used Christmas or holidays of different nationality groups for developing the realization that all people have similar ideals and aspirations.

What is the psychological process by which character is formed? Principles of character formation are summarized in the handbook. Spiritual and ethical values are learned bit by bit, day by day, out of the whole of our experience. Our task is to provide children with specific situations which give them opportunities to be kind and honest, reverent and loyal. Our task further is to eliminate situations that might teach cruelty, dishonesty, irreverence or disloyalty.

Learning of spiritual values is highly individual. Specific situations that will

"The Lord on high is mightier than the noise of many waters, yea, mightier than the words of the sea," said the Psalmist.

prove effective for one child will sometimes leave other children untouched; thus the need for wide variety in experiences in many fields is indicated. Spiritual values are developed in the whole school program. Every teacher all day long in every class situation has the opportunity for real teaching of spiritual values.

A separate chapter is devoted to the influence of the teacher's personality on character formation. There is abundant evidence to show that regardless of method or subject matter the teacher's personality itself exerts a great influence on the character and personality of youngsters. The advancement of civilization is influenced by great teachers. It is pointed out in the handbook that Christ, Confucius, Buddha, Mohammed and Moses have all been teachers and each led his followers to a full and richer life. The spiritual values handbook contains accounts from teachers, parents and students of incidents in our San Diego schools that they felt showed a significant influence of the teacher's personality in the life of young people.





Bonner Elementary School at Houston, Tex., features clerestory lighting. Architect Herbert Voelcker's tests show that if the lower windows are partly shaded the light is uniform for all of the seating space. Orientation makes no difference because the wide overhanging of the roof shades the windows from direct sunlight. The school building, with 50 per cent more glass than is customary, provides the desks with good light from any direction.

SCHOOLHOUSE

Planning



FRANKLIN SCHOOL, HOUSTON, TEX.

Houston develops CLERESTORY DAYLIGHTING

HERBERT VOELCKER
Architect, Houston, Tex.

THE designing of daylighted school-rooms is a challenge to architects. In planning schools the architect is not always favored with a site that permits all north light and a single-file classroom plan, nor is the climate always favorable to open corridors. Moreover, there is widespread need for a structural design that is economical for the larger, nearly square classrooms.

Better daylight facilities must be attained through greater and more effective window areas adapted to any exposure. The use of large areas of glass exposed to the glare and glow of direct sunshine produces fairly unpleasant conditions for the children and is a doubtful solution.

Through a process of experimenting with scale models and a gradual evolution, a design has been created to answer these problems economically.

UNILATERAL LIGHT SOURCE

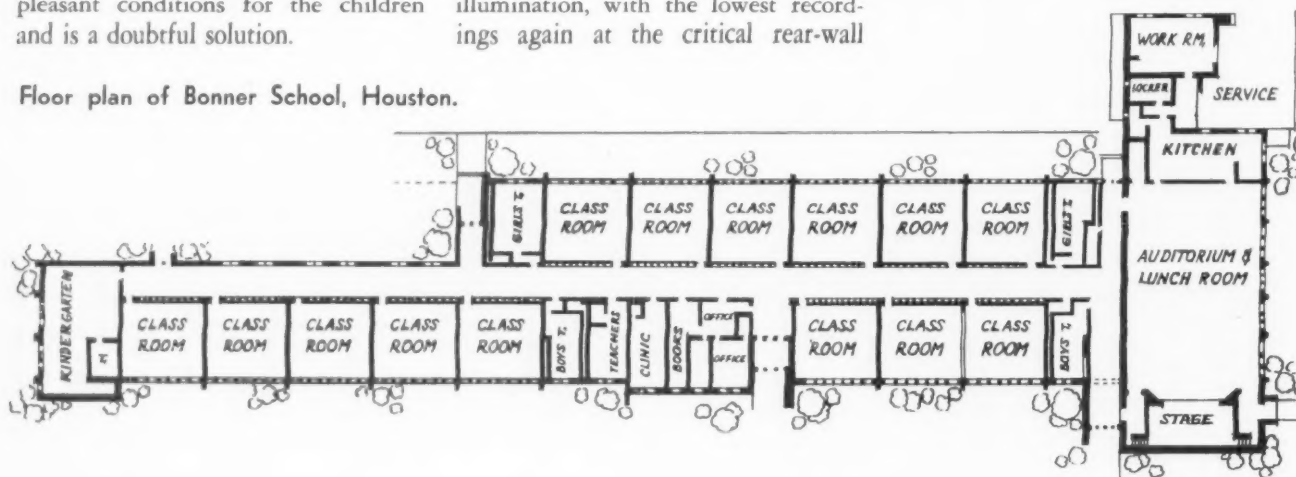
Since light intensity records indicate that sidewall windows alone do not provide sufficient light evenly distributed throughout the average classroom, it is evident that the addition of a supplemental light source from the clerestory is well nigh mandatory. Mounting this clerestory window on the opposite side from the normal sidewall window results in uneven illumination, with the lowest recordings again at the critical rear-wall

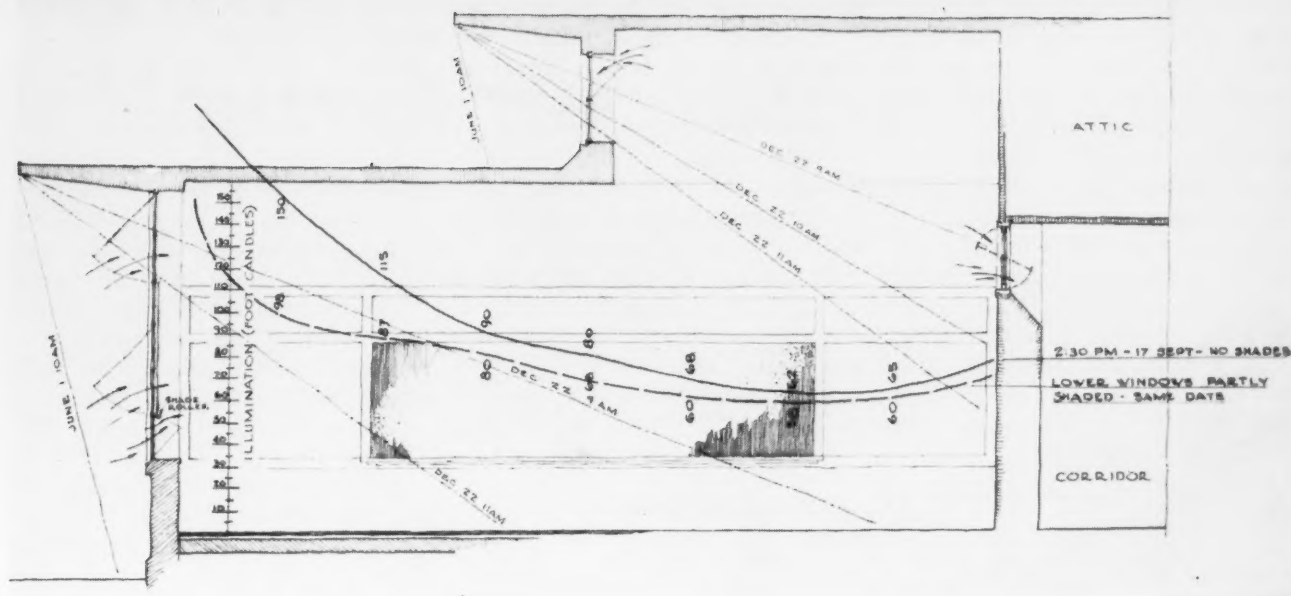
area. Thus it has been proved that by mounting the clerestory window to face in the same direction as the sidewall windows, but setting it back approximately halfway across the width of the room, the optimum in well distributed illumination is achieved.

At this halfway point the fading light from the sidewall is supplemented by clerestory light to produce a relatively even distribution. To eliminate the problem of direct sunlight on glass surfaces and its resultant heat and glare, the concrete roof slabs project well beyond the window heads, forming deep canopies which shade the window surfaces.

The first building I developed along these lines is the Melinda Bonner

Floor plan of Bonner School, Houston.





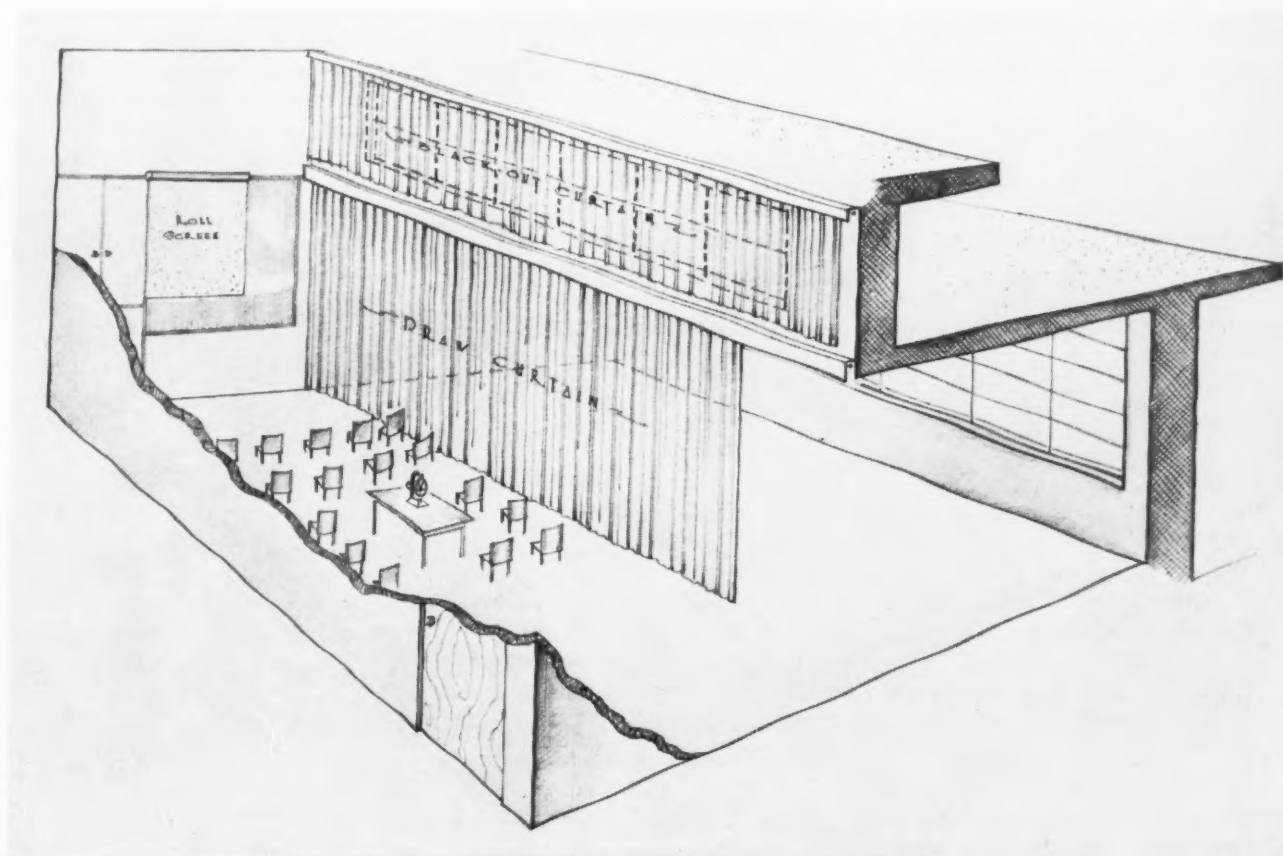
Elementary School at Houston, Tex. It is an economical structure that is completely fire resistant. Sturdy reinforced columns support the roof structure of concrete slabs. These columns are further utilized in the exterior design to frame the large windows. The small amount of exterior masonry wall area is a noteworthy economical feature. In general, masonry walls extend only to the lower window sill height. No masonry walls are required

Above: Diagrammatic wall section shows uniformity of light value curves at desk level. Shading the lower part of the main windows eliminates excessive light in outer quarter of room. The extreme limits of travel of direct sunshine on south exposure is indicated. Below: For showing visual aids the inner half of the room has curtains.

above the roof level, and only the end masonry wall areas extend above the window sill height.

The glass area of these classrooms approximates 35 per cent of the room floor area or more than double the minimum standard requirement. The large areas of glass are tolerable because they are shaded by the wide roof overhangs.

The exterior of the building is contemporary in feeling with its wide



sweeping eaves set back in a double line across the entire facade. The contrasts among colorfully warm brick surfaces, cut stone trim, and painted exposed concrete are most effective, and the building presents an appearance of functional utility with its severity relieved by the warm color and the texture of its materials.

The walls of the classrooms are painted in soft pastel colors up to the lower ceiling level; above that point the walls are white, as is the ceiling, which is of acoustical material. The wall colors harmonize with the green glass chalkboards and green tackboards.

Steel sash with a large number of ventilating sections are used throughout, effecting the best of cross ventilation. The projecting roof eaves protect the open windows against rain.

Since the upper roof level extends flat across the corridor to the room on the opposite side, a generous attic space is formed over the corridor. This attic space, 5 feet high, is well suited for heating and ventilating ducts, as well as for all utilities. In some cases this space is being used for attic ventilation from louvered openings along the upper walls of the classrooms. Exhausting 4000 cubic feet of air per minute from each classroom produces excellent results and may become essential for 12 months' school occupancy in the South.

Heating can be effected through gas unit heaters located in the corridor

attic which either recirculate the air or supply fresh air. Two of the buildings similar to Bonner School are heated by radiant heating panels in the plaster lower ceilings, an effective and equally economical method.

Actual readings of light values in daylight have been uniformly satisfactory over the entire room area. Since direct sunlight is eliminated by the wide eaves, it develops that there is no appreciable difference between the various exposures, making orientation a secondary factor insofar as daylight is concerned. Incandescent lights are provided, with 3300 watts per room, for the night use of the building.

COMPARATIVE COSTS

The first building, the Melinda Bonner Elementary School, contracted for in June 1948, with 15 classrooms and a cafeteria, is Class A construction and cost \$13.15 per square foot, or 89 cents per cubic foot. Two smaller elementary buildings of similar construction—Harris and Franklin—with masonry bearing walls and wood roof construction, contracted for six months later, cost about 20 per cent less. The latest contract covering a 21 class-

room elementary building in the Jefferson area, of Class A construction, with terrazzo floors and glazed tile corridors, was let in September at \$10.50 per square foot, or 71½ cents per cubic foot. There has been a decline in costs of 20 per cent for similar construction in the last 15 months.

Comparisons in costs with other buildings of similar quality but conventional in design have indicated a consistent saving of 15 to 20 per cent in favor of the clerestory type of construction. All computations are based on actual floor areas and do not include roof canopy projection. The ultimate results have been most pleasing to the school officials and to the occupants of the buildings.

In Jefferson School the board made only such changes as were recommended by the architect. Except for the addition of a six-room wing to the rear, the plan is a duplicate of Bonner School.

Naturally, the architect needed the backing and endorsement of the key figures, the policy makers, who must finally approve the architect's plans in the name of the school district. Fortunately, they have been men and women of vision who have realized a need for advanced thinking in the design of today's and tomorrow's schools. They have given their hearty approval and cooperation in developing a logical and honest approach to school design, including departure from hampering tradition.

Jefferson School is a little larger than Bonner. Rooms have acoustical plaster ceilings and clerestory walls, instead of the asbestos treatment shown on p. 33. Plaster has higher light reflecting qualities.



How to build your own striplights for

LIGHTING THE SCHOOL STAGE

LELAND H. WATSON

Theater Technical Director
Utah State Agricultural College

MODERN stage lighting depends, in the main, upon spotlights and floodlights, but certainly the striplight—appearing as either borderlight or footlight—has its use. It is the primary unit used to tone the stage setting and to blend the acting area spot-lighting. It is useful frequently in the footlight location to wash down excessive shadow contrasts (but always kept low on dimmers) or to light exterior vistas (cycloramas, sky drops, exterior scenes).

The day of the striplight has not passed, but permanently placed long rows of borderlights and permanent footlights are going out, just as did the wing-and-border forest scene. The answer lies in the theater's possessing from two to six 6 foot lengths (or sections) of striplight. These smaller units can be shifted from place to place, being portable, and can be used as borderlights, footlights or to light an exterior as the particular play demands.

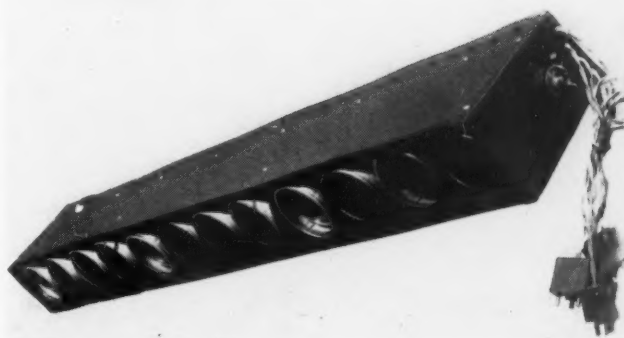
Most modern interior stage settings utilize a "ceiling flat" on top of the sidewalls of the setting. This not only does away with the old unrealistic rows of border drops but also improves acoustics. As a result, overhead borderlights or toning strips can be used only at the front edge of the set (downstage near the curtain line). Other striplights farther upstage are useless since they cannot shine through the ceiling flat.

PROPER PLACE OF THE STRIP

Thus has the portable striplight—adaptable to several mounting positions and much more usable than permanently placed rows of borderlights and footlights—enabled the strip to take its proper place in the total lighting picture as an adjunct to spotlights in lighting the stage—not as the whole show in itself.

If you don't have adequate striplight sections or if you want to make more, you can build your own. These are

Fig. 1 View of home-made 6 ft. striplight unit.



the requirements for a good school built striplight section.

The striplight should be wired in three-color circuits: red, green and blue. By combining in varying proportions the light from a green lamp, a red lamp, and a blue lamp, shining on the same white surface, one can mix any color of light.

As to intensity, 150 watt lamps¹ spaced on 6 inch centers seem to be most satisfactory for all but the largest stages. Remember that striplights are only part of the total lighting layout and need not be powerful batteries of light. Lamps spaced farther apart than on 6 inch centers tend to create problems of adequate color mixing. Even on 6 inch centers, the actor or scenery must be at least 6 feet away from the striplight before the three colors blend evenly and spottiness is avoided. The striplight should produce a sheet of light, wedge-shaped and evenly distributed over the area lighted.

Safety, both in design and in construction details, is a major factor in building your own striplights. The units constructed should meet *all* safety requirements of the National Electrical Underwriter's Code, both to avoid nullifying school building insurance and to ensure general safety. Other factors that need to be considered are initial

¹Although electric globes are called "bulbs" by the layman, the correct terminology is "lamps," the bulb being only the glass jacket part of a lamp. This terminology is followed throughout this article.

cost of construction materials and simplicity and ease of construction, as well as upkeep costs.

I have designed a striplight which I built with the simplest of tools in my home; it is safe, simple and easily built; it is economical to construct, yet extremely durable. This unit has been used in several productions at the State University of Iowa and there subjected to extensive scientific intensity and distribution tests.

Fig. 1 presents a view of my completed 6 foot striplight unit. This unit contains twelve 150 watt reflector flood lamps wired in four-color circuits (a fourth circuit of amber is included in this demonstration model). Any high school equipped with a simple industrial arts shop can readily duplicate this unit from the plans and descriptions that follow. The R-40 reflector flood lamps used, available locally everywhere, also are manufactured in 100 watt, 200 watt, and 300 watt sizes. It is an easy matter to increase or to decrease the intensity of a unit by selecting the proper wattage lamp.

The reflector flood lamp used is one of the major factors making it more than ever possible for schools to build their own highly efficient lighting equipment. Commercial striplights use the standard "pear shaped" lamp (common household model) and a scientifically designed, highly polished stamped metal reflector which sur-

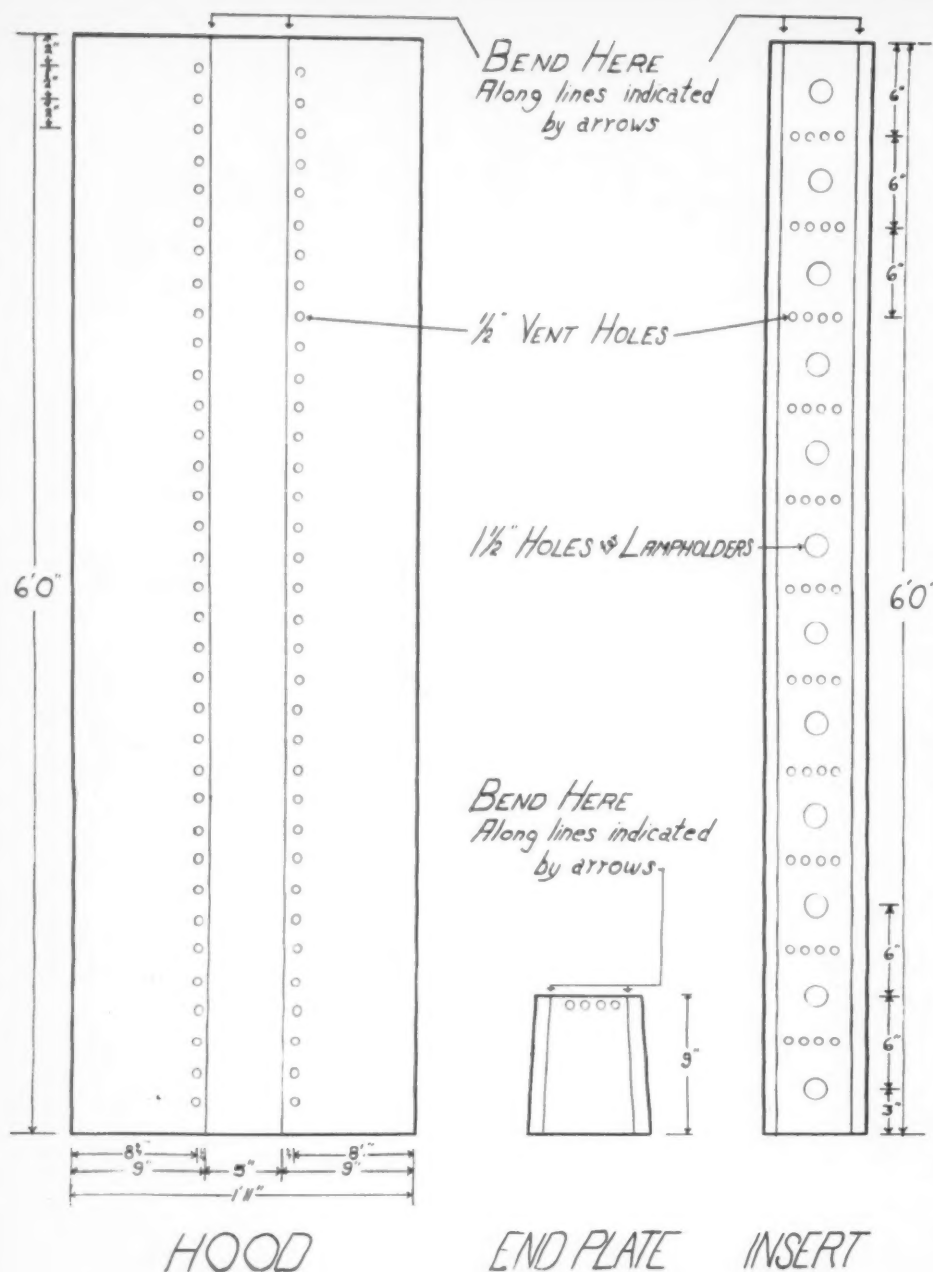


Fig. 2—Sizes of sheet metal needed, with drilling and bending suggestions.

rounds the lamp and redirects light rays toward the stage.

It was just this factor—that schools could not build these scientifically designed polished reflectors—that prevented widespread attempts by schools to make their own striplights. The development and marketing of the reflector lamp provides an answer: a light source that economically incorporates its own scientifically shaped reflector within the lamp itself. An added advantage is that this reflecting surface is always dust free, being sealed within the lamp, thus eliminating one of the major factors in loss of efficiency in the commercial striplight.

²A list of the manufacturers with whom I have dealt will be sent to any school business manager, superintendent or teacher who requests it.

Following is a list of the materials² needed. A glance at the photographs of the striplight on the preceding and two following pages will make some of these items clearer.

20 pounds of No. 20 gauge bulk sheet iron.

50 feet of asbestos covered wire, No. 12 or No. 14 or heavier size to comply with code requirements.

12 sign lampholders of at least 15 ampere capacity.

1 can (quart) of slate black paint (not a glossy finish).

8 pieces of 1/2 inch electrical bushing. According to code safety requirements, electric wire may not pass through metal without a protective piece of insulation (bushing) between the raw edges of the metal and the insulation of the wire.

8 connectors, 4 of them the plug-in type and 4 the receptacle type, suited to the type of connector used on the stage. These should be of at least 15 ampere capacity to meet code requirements.

2 pieces of metal, 8 by 3/8 by 8 inches for scenery guards.

2 pieces of metal, 1/2 inch thick and 2 inches in diameter (cylindrical pads), and two 3/4 inch stud bolts with wing nuts, or 4 pieces of metal 1/8 by 1-1/5 by 6 inches and two 3 foot lengths of chain.

12 reflector flood lamps, R-40 indoor model; available locally in electrical, hardware and ten-cent stores in 150 watt and 300 watt sizes. Select the wattage most suitable to the size and needs of your stage.

A new model of the flood lamp recently came on the market. It is a standard R-40 reflector flood lamp with the color sealed in the glass of the lamp bulb. This unit is now available in 13 colors, from pastel tints to full strength near-primary colors. Use of these units eliminates the need for purchasing color clips and glass color roundels for each lamp.

LAYOUT

Fig. 2 shows the four pieces of sheet metal needed, the size each is to be cut (make two end plates), the holes (for adequate ventilation) to be drilled, and the places to mark the metal for later bending. Ordinarily a metal shop will be willing to cut each of these four pieces to the size indicated when selling the metal.

The holes can be drilled with steel drill bits and a hand drill, but either a portable electric drill or an electric drill press speeds up the process. There are 124 half inch holes and 12 one and one-half inch holes to drill. A scratch awl is useful for marking the "bend lines" on the metal. A hammer or steel file should be used to remove the metal burrs left on one side of the metal as a result of the drilling.

Some key dimensions not given in figure 2 may be useful. The 1/2 inch diameter ventilation holes of the hood are centered on two lines parallel to the two bend lines indicated and 3/4 inch away from it. Each hole is spaced apart on a 2 inch center.

On the insert, the 1 1/2 inch diameter holes for the lampholders are located with the center point of each 3 1/2 inches from either vertical edge of the metal. The first hole at either end (top or bottom of insert as depicted

ASSEMBLY VIEW BENDS

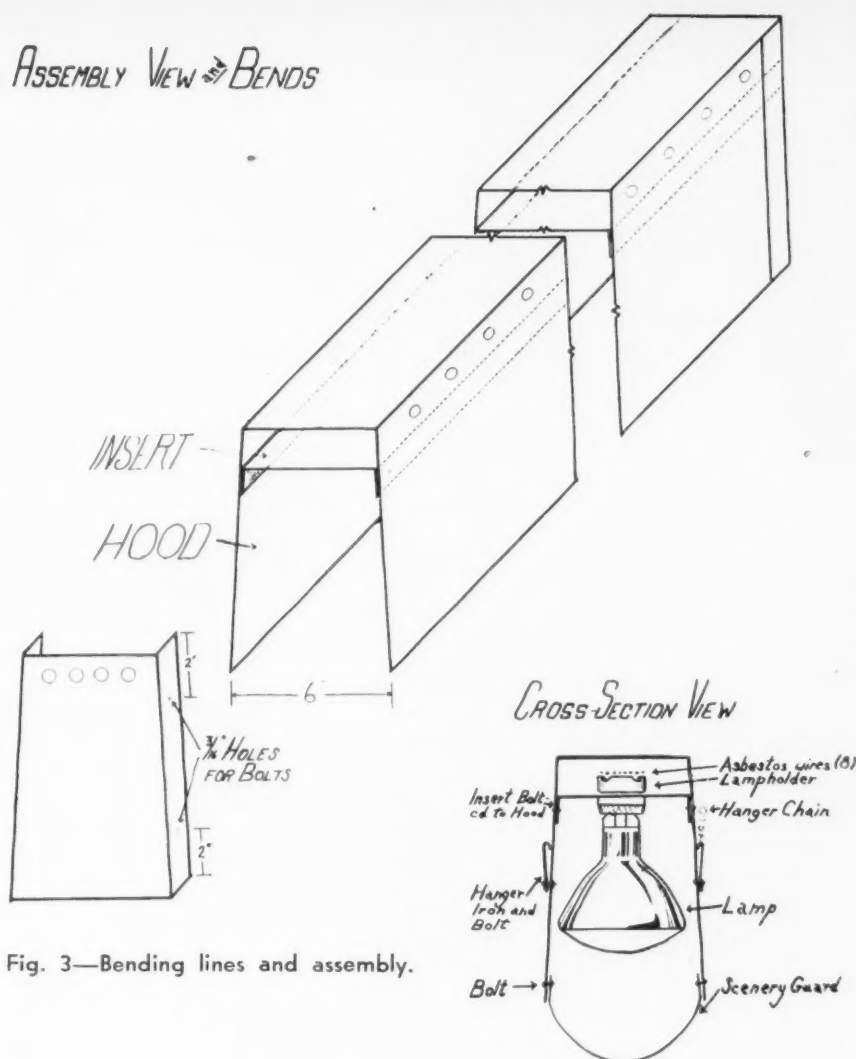


Fig. 3—Bending lines and assembly.

in Fig. 2) has its center point 3 inches from the edge of the metal. All holes in between are on 6 inch centers. A metal expansion bit can be used to drill these larger holes or they can be cut out with a pair of circular tinner's snips.

The $\frac{1}{2}$ inch vent holes in the insert are on 1 inch centers. Each outside hole in a row of four is 2 inches from the nearest edge of the metal. The rows are spaced on 6 inch centers.

The two (be sure two are made) end plates have $\frac{1}{2}$ inch holes drilled on 1 inch centers, the outside holes being 2 inches from the nearest metal edge. Center points for the holes are $\frac{3}{4}$ inch from the top edge of the metal. Remember to decrease this number to three holes in each end plate if you are wiring your striplight for three-color circuits, rather than the four-circuit model depicted here. These holes are exitways for the cable connections of the striplight.

Before you begin bending and assembly of the strip, all four pieces of metal should be carefully sanded with

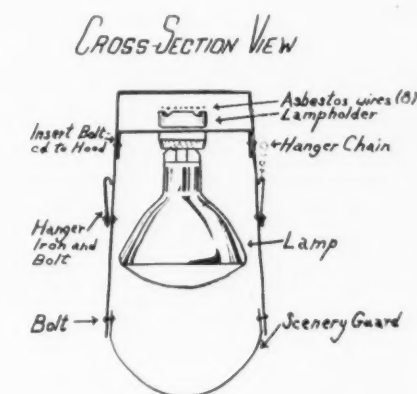
fine emery paper to remove dirt, grease and rust. Do not use galvanized metal. Plain sheet iron, when properly sanded, will hold paint; galvanized sheet iron must be washed with vinegar before the paint will cling to it.

BENDING

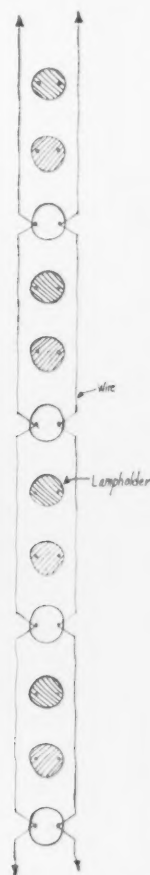
Fig. 3 will make clear the necessary bending along the lines marked in Fig. 2. If at all possible the metal should be bent on a standard plumber's or sheet metal worker's bender, making a neat bend or "break" line. I bent the model shown in Fig. 1 around a 4 by 4 post in my basement, but almost any metal shop will bend the metal for you. Gauge 20 sheet metal is not readily bent, but it is substantial once bent into shape. Fig. 3 should make clear the interrelationship of the various parts after bending. At this point all four pieces should be painted. Spread the paint evenly and thinly. Cover everything thoroughly to prevent rust and unwanted reflection of stray light rays.

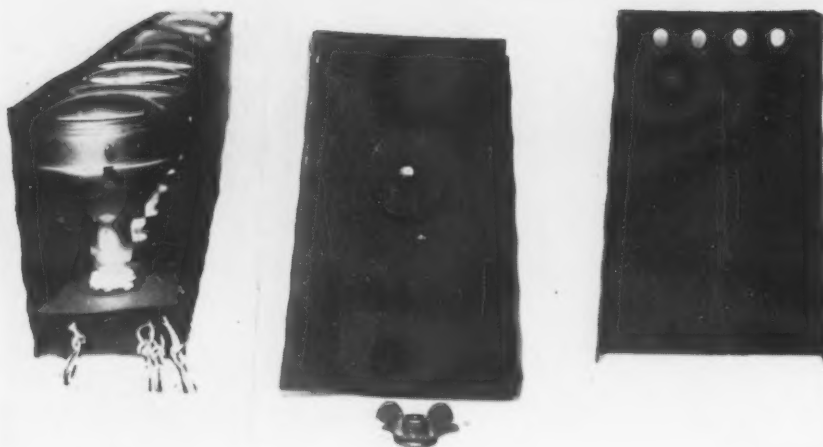
WIRING

Place the lampholders in the insert as depicted in Fig. 4. The two bent edges of the insert should be upward on the same side of the insert as the screw mouth of the lampholders. When the 12 lampholders are in place, turn the insert over and begin wiring as



Figs. 4, 5 and 7 (above): Placement of lampholders; wiring guide; completed hood. Fig. 6 (right): Diagram of connection scheme for one pair of wires of single color circuit.





Figs. 8 and 9: End view of striplight (left) and inside and outside view of completed end plate with electrical bushing in place (above).

indicated in Fig. 5, using asbestos covered wire and being sure to leave at least 2 feet of extra wire past the insert at each end.

The wire should be neatly bared of insulation for each connection to a terminal screw of a lampholder (a total of four connections for each strand of wire) and the bared wire taken once around the terminal screw in the same direction that the screw turns to tighten the wire, *with*, not *against*, the strands of wire. Tighten the screw, then solder the connection as illustrated. Soldering is required by the electrical code. Use a rosin core solder.

Fig. 6 illustrates the connection scheme for one pair of wires of a single color circuit.

ASSEMBLY

Fig. 3 indicates the placement of the insert inside the hood, leaving a 1½ inch space (the wiring trough containing the connections to each lampholder and allowing space for ventilation) between the insert and hood. With clamps hold the insert in place. Drill the necessary holes (3/16 inch size) through the insert and hood. Put in bolts and nuts and tighten, holding the two solidly together.

Fig. 7 gives a graphic view of the completed hood before the insert is bolted inside it. Fig. 8 shows an end view (without the end plates in place) of the striplight with the insert and hood bolted together. The wiring channel, because of the arrangement of the ventilation holes, allows heat to escape (heat goes around corners, light rays do not bend) but does not spill light. The stray light rays are absorbed within the channel. It also

meets code specifications which require that all connections of wiring to terminal posts of lampholders be at least ½ inch from the nearest metal surface.

The insert actually carries all the working parts of the striplight—the wire, lampholders and the lamps themselves (Figs. 4 and 5). The hood and end plates merely serve as protective shields and stray light absorbers.

The same procedure is used to put the two end plates in place. Electrical bushing should be placed in each of the six holes in the end plates, the three (double strand) wires slipped through the holes, and one end plate fitted over each end. Fig. 9 shows both an inside and an outside view of the completed end plate with the electrical bushing in place. It also shows the metal cylindrical pad (½ inch thick and 2 inches in diameter) with the stud bolt through it, and the wing nut for the stud bolt, bolted to the end plate from the inside to provide the best means of hanging the striplight. Standard flanges, pipe and pipe clamp fit over the cylindrical pad, the wing nut tightening on the flange and providing a substantial mounting. (See also Fig. 1).

As with the insert and hood, the end plates are put securely in place, held with clamps, and 3/16 inch holes drilled with bolts and nuts inserted to hold the two units together (see Figs. 1 and 3 for further clarification). The wires exiting through the bushing of the end plates should be tied in a knot *inside* the striplight (at each end of the wiring channel) so that any sudden tugging on the connections will place the strain on the knots and not on the connections of the wire

to the first set of lampholder terminal posts. These knots can be seen in Fig. 8.

By now the borderlight should be firm, neat and almost completed. You will notice a thin bowed band of metal in Fig. 3 labeled scenery guard. It can also be seen in place in Figs. 1 and 7. These guards prevent collision and breakage of the reflector lamps. The strips are 1/8 by 3/8 by 8 inches, with a 3/16 inch hole drilled near each end, bent in the curve illustrated and bolted as indicated to the hood. They should be placed 18 inches from either end of the striplight.

The alternate method of mounting the striplight—with chains and hanger irons—is indicated in Fig. 3, cross-section view. The four hanger irons are simply four pieces of metal 1/8 by 1/2 by 6 inches, bent as indicated (the "hook" curves in toward the striplight to prevent near-by scenery from catching on it) and bolted to the hood. A piece of chain is then hooked over a hanger iron on one side, taken up and around the pipe from which the strip will hang, and hooked on the hanger iron on the opposite side of the striplight.

There remains only the placing of suitable connectors on the cable ends. One end should receive three "plug" connectors, the other three "receptacle" connectors. This enables you to connect several striplights in a row, each strip plugging into the strip next to it. You need to bring your power source lines only to the end strip, rather than to bring individual cables to each unit. Standard stage plugs are shown in place on the cables of one end of the strip in Fig. 1.

Repaint the striplight, giving it a final flat black coat. Put the lamps in place, and it is ready for use. It is safe—meeting all insurance safety requirements of the electrical code, readily built, durable and economically constructed.

IS WORKABLE UNIT

Extensive distribution and intensity tests conducted at the State University of Iowa demonstrated that the distribution pattern of this striplight is approximately the same as that of the commercial strip, the intensity at equal distances slightly higher (because the color mediums used do not absorb as high a percentage of the light emitted by the lamp), and successful color blending readily possible. Yet it can be built in your own shops by students.

In Hamilton, Ohio

CATHOLIC AND PUBLIC HIGH SCHOOLS

are sharing facilities and services

THE relationship between the public and nonpublic schools at Hamilton, Ohio, is an example of a fine community spirit which could exist everywhere if all people, regardless of their school affiliations, could somehow begin to think of community responsibility in broad rather than in narrow terms.

Approximately a third of the people in Hamilton are Catholics. This means that in addition to supporting their own schools by contributions, they also pay their proportionate share of public school taxes. The Catholic people in Hamilton have exhibited a marvelous spirit in connection with this support. We have yet to hear one representative of the Catholic faith complain about the necessity for double support. It is obvious that all children who attend the eight parochial elementary schools and the two parochial high schools in Hamilton would be legally eligible to attend the public schools; their parents pay for the public school service, even though they prefer that their children attend parochial schools.

From a purely philosophical standpoint it is evident that whatever services the public schools can provide for the nonpublic schools across the street are not gifts but are rights because of this tax situation.

If there is any attitude that would destroy completely all the benefits of a good relationship between the public and nonpublic schools it is one of paternalism, one that assumes that services granted are gratuities, instead of, as the facts clearly show, real American rights.

A RIPENING FRIENDSHIP

There has been a steadily growing friendship between the public and nonpublic schools in Hamilton during recent years. Nothing has been done—nothing will be done—that could raise a question about constitutional

restrictions, but within constitutional limits everything possible will be done to share the blessings of the free education that is the birthright of every American.

A policy has been developed that calls for the appointment of teachers to positions in the Hamilton public schools on a basis of their qualifications rather than on a basis of their religious affiliation. A Catholic teacher applying for a position in the Hamilton schools will be elected or rejected purely on the basis of the manner in which her qualifications rank with those of every other applicant. The schools do not "lean over backwards" to appoint teachers of the Catholic faith. It cannot be too firmly emphasized that the consideration involved is qualification—never religious affiliation.

The Hamilton Catholic high school is just across the street from the Hamilton public high school. It must be obvious that, if a good relationship exists, some facilities do not need to be duplicated in both school plants. For example, we have found it possible to schedule our cafeteria services so that the students in both high schools can have access to the cafeteria without interfering with each other. The boys from the Catholic high school eat in our cafeteria half an hour before our regular lunch time.

It is a fundamental principle that when service is given any group not directly affiliated with the public schools the public school program must in all cases take precedence. In case of conflict, or in case of a deficiency of space or personnel, the non-affiliated group must give way to the public school students.

The Catholic high school uses our Wilson Junior High School gymnas-

ium as its home floor. We find it easy to schedule all the contests the public schools desire and still provide ample time and space for the interscholastic basketball program of the Catholic high school. The latter, of course, collects admission for its own contests, and this becomes an important item in the support of its total sports program, including intramurals. The Catholic school makes all arrangements, scheduling the use of the floor, manning all the gates, handling the tickets and the money, appointing the referees and the scorekeepers, and protecting the property in general while it is in the Catholic school's hands. The school has maintained an excellent record of citizenship in its use of this property.

FOOTBALL COURTESIES

The public schools provide space at scheduled times for the Catholic high school football squad to hold its practice sessions. With a little time and effort, it is easily possible to schedule this space for the Rams without in any way interfering with the practice sessions of the public school team.

Since the Catholic school holds most of its home football games on Sunday afternoon and since the public high school prefers Friday evening or Saturday afternoon for its games, it becomes a simple matter to permit the Catholic team to use the public high school field. The financial arrangements are handled in precisely the same way as they are when the Catholic school uses the public school gym.

In recent years educators have come to believe that the most important part of the growing edge of our philosophy is that which concerns itself with seeking the individual out of the mass and educating him through his own uniqueness. This philosophy also demands that children with special handicaps should have such instruction as will help them as nearly

as possible to receive the education given to a normal child.

The city of Hamilton is particularly advanced in the field of special education in its public schools. Classes for children with poor vision are held at convenient points in specially lighted rooms and with specially trained teachers. Children who do not learn well in large groups, who in a less enlightened day were called dunces and were passed by with pitying looks, are today given special instruction under teachers trained for this type of work and in conveniently located centers throughout the city. A speech therapist has just been employed by the board of education. It will be her responsibility to seek out those children who have remediable speech defects and to provide at regular intervals the needed therapy so that their speech may become normal.

Children with orthopedic handicaps are transported to one center; a teacher with particular training is in charge, and as nearly a normal education situation as possible is maintained. A class also is held in one of our schools for children who have more than a 40 per cent hearing loss. A well trained teacher, using special equipment, provides for them a reasonably normal learning situation.

SPECIAL CLASSES SERVE BOTH

All these special classes are open to the nonpublic school children, and we constantly encourage those in charge of parochial schools to send us for examination or for enrollment in our special classes all children having these handicaps. Information concerning these children and concerning our various testing programs in general is constantly exchanged between the administrators of the public schools and the administrators of the nonpublic schools.

Last year we enrolled for the first time a number of boys who were attending the Hamilton Catholic high school but who desired to spend half of each day in the manual arts shops of Hamilton high school. These students are strictly under our instructional supervision and administrative authority while they are attending the public high school. This year a larger number of Catholic high school boys cross the street for special instruction in the manual arts and return to their own school for the classical and religious instruction available there.

Partly because of this fine relationship, the Hamilton Catholic high school only last year donated to the public school a number of machine tools that had been given to the Catholic school by the War Assets Administration for use in the development of a shop program there. All this equipment has been installed in the manual arts shops of the public school and is used daily to provide manual arts instruction for all who come.

As I said previously, in no way is any constitutional right of the general public circumscribed. We might well call the whole program one of applied Christianity. And the relationship in the community between Protestant and Catholic has matured and is rapidly becoming a relationship among Hamiltonians and Americans and Christians rather than an interreligious relationship.

I shall never forget my first day in Hamilton. It was a Sunday in April 1948. The Hamilton Catholic high school basketball team had been defeated the previous day in the finals of the state basketball tournament at Columbus. The whole town turned out to welcome the Rams home; the public high school band led the procession for the returning heroes.

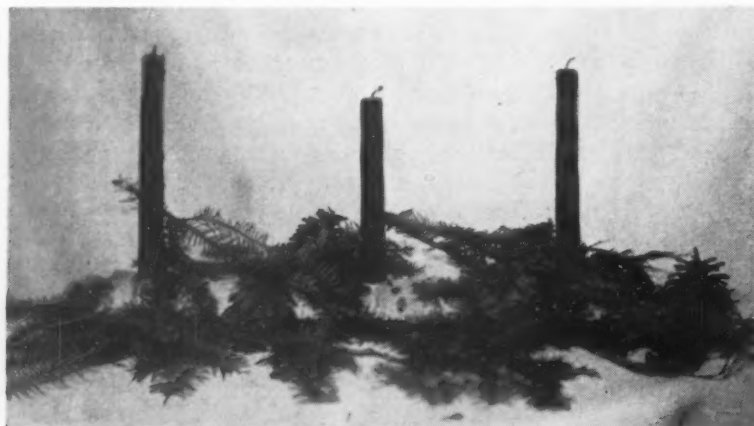
In April 1949 the Hamilton public high school team captured the state championship in basketball. When the team returned from Columbus the whole town again turned out, but that time it was the Hamilton Catholic band that led the procession. The Rt. Rev. Msgr. William Welch gave the welcoming speech to the team in the presence of thousands of fans of all faiths at the Hamilton stadium.

CATHOLIC SUPPORT FOR BOND ISSUE

In the fall of 1946 the Hamilton Board of Education placed before the public a bond issue for \$4,290,000 to replace some old and worn out public schools. The issue failed by a small margin. Subsequently, at the suggestion of the board of education, members of the Catholic board of pastors published an advertisement in the local newspaper endorsing the issue over their several signatures. The bond issue was resubmitted in January of 1947 and was successful.

The public school coaching staff and school officials are regularly invited to attend football and basketball banquets at the Catholic high school. The public schools never fail to reciprocate. We attend one another's commencements. We rejoice together over our successes; we consult frequently together to reduce our failures and to do our little bit toward the ultimate attainment of that one world of which everybody sings but for which I fear few of us are willing to struggle.

One thing we know well: a fine relationship can best be maintained by regular communication. One does not build an excellent relationship across any minority barrier and then maintain it without constant attention. The help of many people has been valuable in developing this growing friendship between neighbors across an ever-narrowing street.





Courtesy, Chicago Sun

Play Fair with the **RESOURCE CITIZEN**

BEN SWEENEY

Principal, Woodrow Wilson Junior High School
San Jose, Calif.

WE HEAR a great deal of talk about school-community relationships, and when a local citizen is successfully scheduled for a guest appearance at the school, a minor victory for such relationships is generally admitted. Such is not always the happy case, however. There is much abuse in this practice, and it is possible to do as much harm as good if the relationship is simply the offspring of a haphazard patchwork of events.

At Abraham Lincoln High School* in San Jose, Calif., we attempted to utilize resource citizens of the community and at the same time to maintain the good favor and feeling of the citizens.

We bumped our heads against many of the same problems that have stymied other schools attempting to use the human resources of the community, and we faced our needs in order to observe the problem area in its proper setting. About some phases

of the program, there was little doubt:

1. We needed the community and its citizens to make our curriculum live.

2. Citizens of the community had shown themselves willing and eager to cooperate when we beckoned.

3. However, working the same field for the same crop indefinitely was certain to prove as disastrous to us in the field of human relationships as it is to the farmer in the field of agriculture, and we saw through the rich harvest of a few years to the eventual sterility of a gloomy future.

Yet it was more than just a problem of rotating speakers. We tried to analyze our situation and came to several conclusions.

Certain types of presentations from the community were specifically appropriate for certain types of groups, we realized. Whereas we had the tendency to grab a good community speaker for an assembly, we found that the same topic that would tend to bore 850 restless students in an auditorium might thrill 30 in a class where the

speaker's topic was related to the subject matter. There are several types of audiences to offer a speaker from the community, and both he and the listeners will be better served if the audience is selected as carefully as the speaker is.

We have used our community resource citizens during the last school year for the following audience groupings:

1. Total student body (assembly).
2. Class levels (all seniors to hear special information on college entrance requirements).
3. Single classes (one social studies teacher in a unit on philosophy had pastors from various churches talk to his classes during one day).
4. By sex (a traffic assembly for boys, a cosmetics discussion for girls).
5. Students with similar vocational interests (during a senior vocational conference series).
6. All senior social studies classes meeting at the same period (to observe a job application interview).

In each of these cases (and the specific instances cited are only examples) the reasons for scheduling the groups in this manner were studied. Sometimes, of course, it was simply

*Mr. Sweeney was curriculum coordinator of Abraham Lincoln High School during the last three years.

a matter of expediency. In situation No. 6 it would have been excellent to have had this demonstration interview repeated each period for individual social studies classes, but we were privileged to have the speaker, the personnel director of a local concern, for just one period. The decision we had to make in this case was whether to release all 250 seniors or simply to furnish a listening group of approximately 60, and our decision in favor of the latter choice seemed justified in view of the intimate nature of the discussion.

The question of inviting a speaker for a single class was always weighed carefully. Time is valuable, and a citizen who has much to offer and who is not likely to return soon should be given as large an audience as would appreciate his speech.

Earlier abuse of the single class speaker brought this problem sharply into focus. Teacher "A" would invite a particular city official to speak in his class on Monday. On Tuesday Teacher "B," unaware of the previous invitation, would be surprised and miffed to learn, upon inviting the same official, that he was too busy.

NOT TWICE A SEMESTER

Even a return visit within the same semester, unless essential, should not be requested of a busy citizen. To carry it a step further, repeated invitations to willing citizens who came for the annual senior vocational conferences were not desirable. Although it is easier to schedule people who have been at school before, the size of our city (it has a population of 90,000) does not warrant repeatedly asking the same people to return. Appearing at school should never become an unwelcome task for local citizens, and it never will if school authorities plan their invitations carefully.

Whereas our tendency had been to invite people in government jobs for social studies presentations, the field of business and industry had not been touched frequently. When we began to invite speakers from business and industry, we found them most willing to help, particularly if the specific reason for their being invited was made clear. Too often community leaders are requested to speak—just to speak—on "something of interest" to a student group.

In bringing people out of various walks of life into the classroom, we got out of the school rut of hearing

only city or county officials. It is refreshing to hear what a local dentist has to say about the possibilities in dentistry in the local community or to hear the man who runs an electric supply store discuss opportunities for small businesses today. And the field is not limited strictly to vocational information.

During a unit on juvenile delinquency we listened to speeches by law enforcement officers. Then I invited an anonymous parolee from the state reformatory to discuss with my classes throughout a day the problems he had met before, during and after his period of detention. Such a procedure may be considered unorthodox, but I am sure it helped my classes understand some of the basic issues involved in the cause and control of juvenile delinquency. In an assembly the same situation might have developed into a sort of freak show. In my single classes, prepared for discussion, the meetings had a poignancy I have seldom seen equalled.

This is only one example of types of resources in or near the community. The ease of obtaining speakers from the city hall list or the roster of professional speakers used by the service clubs is deceptive. As a matter of interest, it would be challenging for one school year completely to avoid the typical choices—challenging and invigorating for speakers and students alike.

One final item, again quite obvious, yet often overlooked, is the gratitude due these citizens who give of their time and effort to bolster the school program.

First of all, the invitation should stem from the students whenever feasible. The students' approach is usually sincere and enthusiastic. If there are letters to be written, telephone calls to be made, or personal appointments to be scheduled, a senior high school student committee or chairman can handle the assignment adequately. The speaker feels, and rightly so, that he is needed and that his service is valued when the approach is from the student listeners themselves.

In the second place, the students should serve as hosts. At Lincoln, during our extensive senior vocational conference series, a senior student greets each adult speaker, shows him through the school if this seems appropriate, introduces him to the faculty member in the room and to the student audi-

ence, thanks him for the group following the meeting, and escorts him from the room.

It is hardly necessary to point out that, in addition to the excellent impression left with the speaker, the training for the student is invaluable. Little matter that the process is not entirely smooth, that there is occasionally embarrassment on the part of the students, or that there may be uncomfortable moments for the students in the early stages of manufacturing conversation with a stranger. The speakers have had their fill of smooth greetings and introductions by trained, and often bored, adults. Let them be a part of the students' program in the school and watch their interest rise.

AID TO SCHOOL SUPPORT

In San Jose, the reaction of a citizenry that has been properly treated and has been given the feeling of sharing the students' program is evidenced in a number of ways. When a new school building program is being considered, there are spokesmen among the voters who feel that it is their problem and not just another tax raise. When teachers' salaries are discussed in the press, there are leading citizens who have become acquainted with teachers and who no longer consider their welfare impersonally. When members of the community are asked to participate as committee members in joint community-school planning, they are willing because there are no alienated strangers among them who have "had enough."

Finally, from an instructional standpoint, there is little doubt that the value of this sort of planning pays sound educational dividends. I have seen examples of community units in social studies classes that were little more than a rehash of past history courses, a second (or a third or a fourth) structural study of the Constitution, or a series of unrelated school tours. (Such visitations, where the school visits the community, are another topic too detailed and lengthy to cover here, but they definitely are related to the use of citizen resources.)

But when the community visits the school, whether it is in a community unit or an all-school assembly, let there be planning, organization and follow-through. Only in this way can the use of resource citizens cease being an abuse and a spirit of school-community interchange be soundly established.

For all school children

A WARY CHRISTMAS

WAYNE P. HUGHES

Director, School and College Division
National Safety Council

CHRISTMAS is a wonderful time of the year for school children. Christmas trees, gay lights, plays and pageants, Santa Claus, the wrapping and exchange of gifts, all contribute to the magic of the holiday season.

But how wonderful would it be if the activities meant to bring greater joy to boys and girls at Christmas caused an accident or brought about a tragedy to make a mockery of Yuletide joy?

That need not happen.

When planning Christmas activities for their schools and classrooms, teachers and school authorities must remain alert constantly to the dangers that lurk behind holiday celebration. Remember that a safe holiday means a happier holiday in the classroom at school as well as within the family circle at home.

Here are some safety precautions the National Safety Council recommends:

If a Christmas tree is to be set up in the school lobby, assembly hall, or classroom, cut off the base of the trunk diagonally and put it in water soon after buying the tree. Keep the tree indoors as short a time as possible, with the base always in water. If absorption is effective, the water will have to be replenished frequently.

The tree should not be located near a stairway or elevator which would provide a draft, nor should its location block an exit. Always keep fire extinguishers or water pails near by, and examine the tree each day to determine its dryness and whether or not it should remain in use. As an extra precaution, station competent watchers near the tree, at exits and at stairways during assembly periods or special programs.

Candles should never be used for tree decorations or in any other manner. Tree lights approved by Under-

writers' Laboratories are a must, but too many strings of even the best lights can overload a circuit dangerously. A blown fuse is a warning to be heeded.

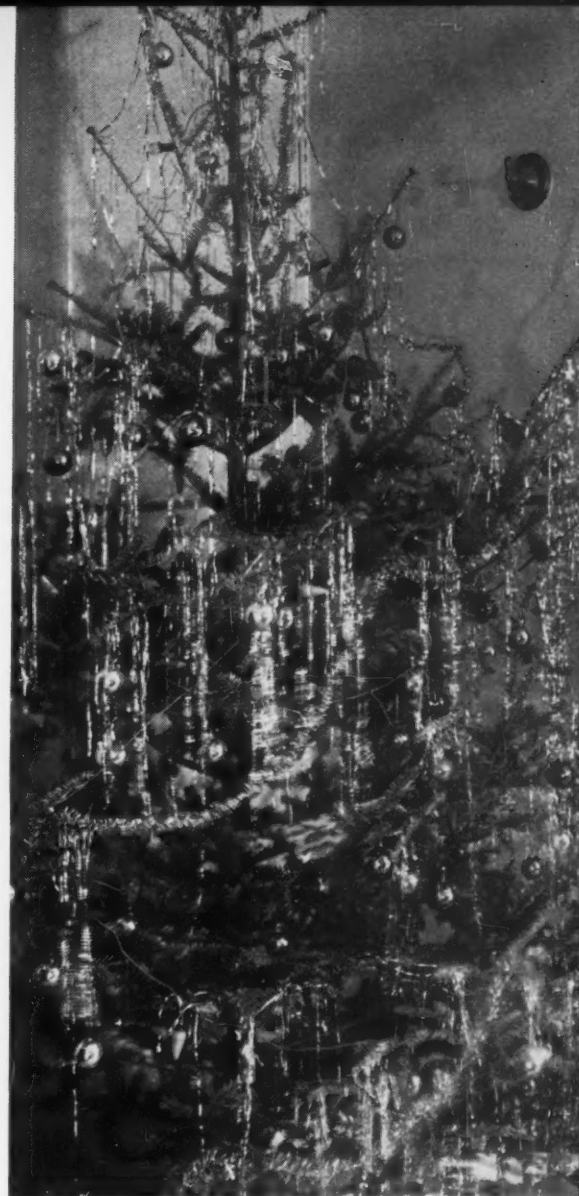
Paper or cotton decorations should not be used on trees, and their use anywhere in the room should be limited and discouraged, unless they are flameproofed. Simulated snow is usually mica or asbestos and is not inflammable. Care should be used, however, in hanging tin-foil "icicles," since an end dangling in a light socket can cause a short circuit and a fire.

Toy trains and other displays with motors or engines should not be placed under or near the tree, where a spark might ignite the tree or combustible decorations.

Many schools plan special plays and pageants for parties and assembly meetings during the Christmas season. It is especially important to make certain that the Santa Claus and other costumes used in these presentations are made of flameproof material, not of crepe paper or of any easily ignited cloth.

No group meetings should be held where aisles cannot be kept clear for quick and easy exit in case of emergency, and there should be sufficient exits to ensure escape. Regularly used assembly halls are better suited for plays and pageants, but if a gymnasium is used adequate aisles should be provided among the groups of temporary seats. Movies on flammable film should not be shown.

Pupils should be provided with blunt scissors to cut out gift wrappings and other paper decorations used in classrooms. If older children are permitted to participate in hanging decorations, strict supervision is necessary to prevent falls. Gifts to be distributed by Santa Claus or in grab bags should be stored away from



O, hemlock tree, O, hemlock tree,
How "fateful" are thy branches!

radiators or any other source of heat so that the wrappings will not ignite.

These are some of the safety precautions that teachers and other school authorities should keep in mind as they plan school celebrations for the holiday season. They also can do an outstanding job for safety by teaching their pupils that a great many of these precautions are the same measures that should be taken at home to make certain a safe Yuletide celebration.

A Christmas safety check list for the children to carry home to their parents will get across the holiday accident prevention message where it should do much good. Many adults must be reminded year after year of the safe, correct procedure in decorating and caring for Christmas trees and other holiday decorations.

In such a project as this, the schools have an opportunity to enlarge the scope of their teaching and do their share in keeping Christmas a joyous time for all.

Where We Stand Today



"Temporary" Classrooms at Burbank Junior High

Berkeley has some of the worst school buildings IN THE NATION!

A twenty-five year backlog of building needs finds five elementary schools unfit for modern educational purposes.

Burbank and Garfield Junior Highs must have permanent, modern classrooms to replace present shacks! Willard needs an auditorium, shop, boys' gym and music rooms.

Berkeley High School auditorium, music and dramatic building must be completed.

HERE IS COST TO YOU

The three proposed bond issues would cost the average home owner (school district assessment of \$2,750 per home is average):

Less Than $3\frac{1}{3}$ Cents per Day!

\$11.85 per Year!

Truly a small sum to give ALL our children, all over our city, equal chances, equal facilities to gain an education.

DIVIDEND

With passage of the bond proposals, we will be bonded to 95% of elementary capacity and eligible under the law for California State Funds to satisfy any future elementary needs.

Here Is What You Get

HIGH SCHOOL AUDITORIUM

Finish main theatre

Construct music, dramatics and radio rooms

Total: \$1,550,000



Present Classrooms For Columbus Sixth Graders

JUNIOR HIGH SCHOOLS

GARFIELD

10 rooms to replace shacks

library

music rooms

auditorium

complete modernization

BURBANK

10 rooms to replace shacks

auditorium

existing pool

girls' gymnasium

comprehensive remodeling

WILLARD

2 class rooms to replace old brick

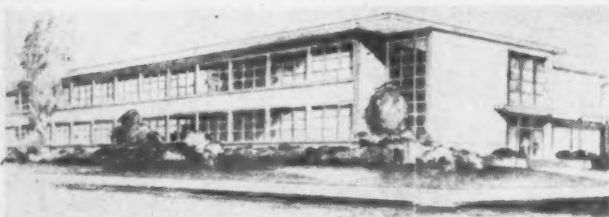
auditorium

boys' gymnasium

music rooms

Total: \$2,108,000

Two of the 14 New Buildings School Bonds will Provide



Burbank Junior High Wing

BERKELEY NEEDS SCHOOLS



Columbus School

MODERNIZE WITH BONDS

OUT WITH THE SHACKS

One of the pamphlets distributed by the Berkeley schools during their bond campaign.

SUCCESS—AFTER 29 YEARS

THE city of Berkeley is widely known as the home of the University of California and of the world's largest cyclotron and as the center of the scientific experimentation which led to the atom bomb.

It is less widely known as a charming residential city of 110,000 inhabitants, located across the bay from San Francisco.

Berkeleyans take pride in these facts and do not hesitate to talk about them.

Their public schools, however, are just their public schools—off somewhere in the background, an inferior training stage from which, in due course, fortunate graduates will one day go to our great university.

This reaction is not unique. It is found, to some degree, in every university town. It reaches new heights in Berkeley, however, because of the rapid growth of the state of California and

THOMAS L. NELSON

Superintendent of Schools
Berkeley, Calif.

of the University of California, which has become the largest university in the world in terms of full-time resident students. With its increase there has been a corresponding growth in physical plant. It is an easy error to make, and one that is frequently made, to confuse this plant expansion of the university with a similar expansion in public school facilities.

From 1919 to 1948 the voters of Berkeley did little to improve their public schools. With monotonous regularity they voted against a school bond issue—in 1924, 1926, 1930, 1934, 1935 and 1946. In like manner they rejected several proposals for direct tax levies to improve buildings.

Intelligent citizens, interested in improving Berkeley's schools, were about ready to call it a day. Always, however, they came back to one inescapable fact: the age and condition of Berkeley's school plant demanded still another effort to pass a bond issue.

This time they were determined to succeed, if success was humanly possible. In this spirit they planned intelligently and labored long.

LAYING THE GROUNDWORK

In the months following the 1946 election, at which a bond proposal for \$6,600,000 had failed, the Berkeley school system and its friends carried on a continuous campaign to inform the public about the schools' needs.

The continuous program of education included:

1. Talks on schoolhousing needs before various groups and at numerous

meetings, followed by questions and answers and open discussion.

2. Placing pertinent posters in windows throughout the city.

3. Hiring architects and preparing proposed building elevations with funds borrowed from the federal government.

4. Displaying elevations and drawings of proposed school buildings in prominent places, and writing newspaper stories to show what might be done if funds were available.

5. Urging school employees to acquaint themselves with current plans and pertinent data so that they could answer questions correctly. At the same time, they were urged to miss no opportunity to stress the needs of the schools to all with whom they came in contact.

Another important project was the making of a color-sound motion picture entitled "Children Live in Schools." Shots taken in and around the schools showed the unequal educational opportunities provided for the boys and girls of Berkeley and revealed the deplorable conditions in the older schools.

The film presented the proposed buildings and the estimated costs. It ended with an itemized statement by the board of education, listing the exact manner in which the proceeds from the bonds would be spent.

QUESTIONNAIRE DEVELOPED

Early in 1948 my office, assisted by the Berkeley-Albany Council of Parents and Teachers, developed a six-page bulletin and questionnaire called "Basic Facts for a Berkeley Public School Bond Issue."

In drawing up this bulletin-questionnaire, we had two purposes in mind: to create a bond program that the citizens of Berkeley would approve and to enlist their support by making them co-authors of it.

The questionnaire asked if another bond issue should be attempted, the amount the citizens thought should be raised, when the vote should be taken, what type of ballot should be used, if a citizens' committee should be organized to direct the campaign, and if a professional campaign manager should be employed.

These questionnaires were presented to representative groups of citizens in forum discussion meetings organized all over the city. A large majority of the 776 signers favored: (1) a bond issue; (2) in the amount of

We Solemnly Promise

In order that the people of Berkeley may know exactly what the Board of Education intends to do with School Bond money, we hereby pledge ourselves as follows:

PROPOSITION A—To replace Columbus, Le Conte, Washington, Jefferson (except main building), and Franklin buildings and to build at least two Kindergarten-Primary units where most needed.

PROPOSITION B—To enlarge and improve Burbank, Garfield, and Willard Junior High Schools.

PROPOSITION C—To complete and equip Berkeley High School Auditorium and auxiliary rooms.

We further assure the people of Berkeley that our plans—

Do **NOT** include the rebuilding of Edison Junior High School,

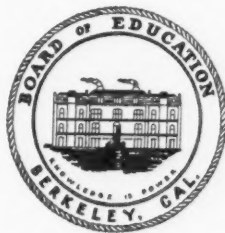
Do **NOT** include the building of a new Junior High or High School anywhere,

Do **NOT** include the building of a Junior College,

Do **NOT** include the changing of the location of Washington School Site.

To do these things, we solemnly promise the people of Berkeley.

BERKELEY BOARD OF EDUCATION



Laurance L. Cross

LAURANCE L. CROSS, President

Mildred M. Brown

MILDRED M. BROWN, Vice-President

Robert E. Miller

ROBERT E. MILLER

Eileen A. Ready

EILEEN A. READY

A. K. Sackett

A. K. SACKETT

This pledge, signed by all the board members, told what the board would and would not do with funds from the proposed bond issue.

\$8,450,000; (3) a general election (preferably November 2); (4) a citizens' committee to head the campaign, and (5) a professional campaign manager to advise us.

With the exception of the amount, which was scaled down to \$7,966,000 but still was substantially larger than the \$6,600,000 bond issue that had recently failed to pass, these suggestions were incorporated in our 1948 campaign.

The Berkeley Citizens' Better Schools Committee was organized. Dr. Robert Gordon Sproul, president of the University of California, was selected to serve as honorary chairman, and two civic leaders were chosen as co-chairmen.

The committee and the board of ed-

ucation decided to list separate proposals with stated amounts for each school level—elementary, junior high, and high school on the November general ballot. Conscious of factors which led to adverse votes in certain sections of the city, they decided that no junior high school should be planned for South Berkeley and that the new Washington School should be built on the present school site.

They decided, also, that a campaign consultant should be employed, and that cooperation of school personnel, children, P.T.A., Dads' clubs, and all other organizations should be sought.

Parenthetically, the 1947 spring election brought a change in the membership of the board of education. Therefore the board members were unani-

mous and enthusiastic in their support of the 1948 campaign—a fact not true of the 1946 campaign.

The 1948 bond campaign was formally opened with the establishment of a downtown headquarters on September 15, 1948. On that date, our consultants officially started their activities.

It takes money to run a campaign—we estimated \$10,000 would be needed. The finance committee of the citizens' committee set out to get it. Personal solicitation and a widespread postal card solicitation netted \$6500 from approximately 1000 contributors, including organized groups. The school employes, donating according to a self-imposed scale, contributed \$4700. In addition, contributions in the form of advertising and other services, valued at more than \$1000, were made. Thus, we received more than \$12,000 in cash and its equivalent.

CAMPAIGN COPY DISTRIBUTED

Our campaign copy consisted of a basic document in color, printed on good quality stock, entitled, "Let's Give ALL Our Kids a Break"; a general pamphlet, and two "throw-aways," plus a special bond edition of the Berkeley High School paper (paid for by the citizens' committee). Thirty to sixty thousand copies of each were distributed.

One of the pamphlets, designed specifically to correct a local prejudice, was particularly effective. It was entitled, "We Solemnly Promise," and it listed in a form resembling an oath the exact construction work that would be undertaken in the event the bond issue passed. The pamphlet bore the facsimile signature of each member of the board of education.

In addition we prepared a "questions and answers" pamphlet and a modification of it for a speakers' handbook.

The school children responded enthusiastically to the proposals for new schools. In many instances they organized their own projects to raise money for the campaign and made individual contributions to it. In addition, special entertainments were held in school buildings, in children's backyards, at theaters, and in community centers to raise funds.

Posters made by children, illustrating graphically and imaginatively the needs of the schools, were placed prominently in school buildings and in store windows. School housing needs

were carried into the pupils' curriculum activities: discussions were held, compositions were written, and graphs, posters, drawings and signs were made by the boys and girls.

During the Halloween parade and window painting contests (annual events of wide interest held in three sections of the city), the children used the window painting to illustrate school needs.

Above all, the children helped by constantly reminding their parents of the coming election and of the importance of a "Yes" vote.

A school bond campaign, like a political campaign, requires a precinct organization. Ours was headed by two members of the board of education working with the citizens' committee. The actual spade work in each district of the city was entrusted to the elementary school principals. They were charged with organizing groups and workers—to the number of 1200—in their districts and with the house-to-house distribution of campaign copy. The net result was that each house in the city was visited by a precinct worker at least three times.

The problem of obtaining endorsements was handled by the Berkeley Junior Chamber of Commerce. It obtained and publicized the approval of some 60 leading industrial and civic groups and of more than 6000 individuals.

During the final days of the campaign, thousands of postal cards seeking support for the bonds were mailed to householders throughout the city. Mayor Laurance Cross signed and sent out more than 13,000 of them.

MANY MEDIA USED

We believe that few channels of communication or types of media were overlooked in our publicity. We sent out press releases and used posters, pictures, stickers, the radio, movies, outdoor billboards, parades and a sound truck.

An outdoor advertising company contributed a number of large signboards and erected a special steel board, equipped with lights, on a plot of city land on Berkeley's main thoroughfare. The copy was changed at intervals.

Newspaper publicity was timed to reach a climax on the week end preceding the election. Car cards and posters were placed on the sides of busses and streetcars, in store windows, on school bulletin boards, and in other

prominent places. Stickers were placed on automobile windshields and in the windows of homes and of business establishments.

We had a "Bond Float" in the city's annual football parade. A large signboard was erected in front of each elementary school scheduled for replacement. On each board were a drawing of the proposed new school and a few pertinent facts about the election.

We organized a speakers' bureau, operated out of bond headquarters and headed by a co-chairman of the citizens' committee. Adult speakers, sponsored by the League of Women Voters, gave five-minute speeches before each class of the Berkeley Evening School, which has an enrollment of nearly 4000.

BOND FILM SHOWN

Our bond film was shown at nearly all meetings at which bond talks were made and at many meetings that no speaker attended. The two copies of the picture were shown to more than 5000 persons at 60 meetings.

The campaign was climaxed with a bond luncheon on November 1, sponsored by the Berkeley Chamber of Commerce and attended by 300 leading citizens and enthusiastic workers.

We awaited the decision of November 2 with confidence, tempered by the knowledge that six successive bond campaigns had failed.

Our confidence was justified. On Proposition A, which provided \$4,310,000 to replace five antiquated elementary school buildings and to erect two kindergarten-primary units, the "Yes" vote was 40,523, the "No" vote 12,009. Proposition B for \$2,106,000, to provide additions and alterations for the city's three junior high schools, received 38,804 "Yes" and 13,298 "No" votes. Proposition C for \$1,550,000, to complete the partially built high school auditorium and attached classroom unit, received 41,461 "Yes" and 10,557 "No" votes.

The board of education now has approved preliminary plans for the five elementary schools, plans for one of the two kindergarten-primary units, and architects' contracts for enlarging and improving the three junior high schools.

Final plans for the completion of Berkeley High School auditorium were approved at a board meeting June 28. The auditorium is expected to be ready for use not later than June 1950.

Chalk Dust

DECEMBER

WHEN DAYLIGHT HOURS grow shorter and the winds blow sharp and cold; when the buses bog in drifts of soggy snow; when the boilers pound and whistle, then I don't have to be told there are only 15 "shopping" days to go. In the halls strange decorations start to blossom everywhere, and Christmas trees blink through each classroom door, while an adolescent piping lends a holidayish air as the carolers and the chorus dip and soar. My colleagues view with tolerance the ever-shifting scene while the tides of deep confusion ebb and flow, and the janitors sweep madly with a grimly cheerful mien as the piles of Christmas tinsel grow and grow. There's a very special flurry and a hurry round the place; the excitement and the tumult fills each day, and Christmas elves and fairies once again are commonplace as Santa Claus starts gaily on his way.

I'll admit I often wonder why I ever chose to teach, why I thought I'd find great satisfaction there, and at times I've looked with envy at the joys beyond my reach, rewards and riches I can never share. But those times are not December when Christmas comes apace with its music and its pageantry and plays; when the glories of the spirit imbue the human race and peace on earth is not an empty phrase. Each season of the school year has its own events and joys, each passing day its pleasures and its pride, but to those whose daily living is spent with girls and boys there can be no happier time than Christmastide. Then I'm glad that I'm a teacher so that I can learn and live, explore and find the deeper things of worth. Yes, there may be more exciting jobs with pay more lucrative, but I wouldn't change for any job on earth.

INTERPRETERS

WE WHO would teach children not only must understand children ourselves but also must act as interpreters of children to adults and of adults to children. The story is told of an old Alabama Negro who was engaged in conversation with several tourists. They were all making pretty heavy weather of it until, at last, the old man spotted a friend and called out, "Mistuh Johnson, come on over hyah and understand these folkses for me."

The language of childhood, too, is a foreign language to many grown-ups, and the language of grown-ups is a mystery to the child. Only if we "understand" each group to the other will our teaching be most effective.

SANTA CLAUS IS COMING

"INTO EACH LIFE some rain must fall, some days must be dark and dreary," sang the poet pessimistically, and in his mind's eye he must have visioned the school superintendent who has been drafted for the job of community Santa Claus. Because of a waistline that

has seen leaner days and an ill founded rumor that he is a friend of childhood, every school superintendent sometime finds himself in this unfortunate position.

With considerable misgivings our hero changes his academic robes for a Santa Claus suit only to discover that it is tailored too little and too soon. Half choked

by a moldy beard of skunk's hair, blinded by a death mask that is several sizes too small, and completely entangled in rusty sleigh bells, he totters forth to the slaughter.

"If clothing makes the man, what does a Santa suit make?" the



superintendent soliloquizes as he stumbles into the gathering of goggle eyed imps who have been on their best behavior all the year just for this wonderful opportunity to even the score with their guardians. He finds that his erstwhile authority has vanished with the clothes he wore and realizes that he is at the mercy of each small fry who hitherto quailed at the executive frown.

The little ones gather around him to pluck his beard and tweak his tails. As he suffocates, they laugh merrily, and, as he pitifully staggers around the room, the visiting mammas join heartily in the applause. Probably for the first time in his life, he wins complete approbation but alas! not as a superintendent but as an imitation saint. He dare not reveal his identity, else all is lost forever.

Sadly he goes to his task only to foul up completely the happy scene. Names fall off the gifts in his package, bundles spill their contents, and his feeble attempts at mediation are received with suspicion, tears and argument. It is then that one junior citizen, engaged in rear guard action, discovers certain prominent resemblances and announces, "It ain't Santa Claus at all. It's—"

Quietly the superintendent strangles the little fellow and exits with what poor dignity is left to him, vowing that never again will he fall into such a predicament.

But did you see the light in the eyes of those kindergarteners? And how that shy little soul in the third grade blossomed at the attention she received? Oh, well, next year it might be wise to buy some new sleigh bells and really wow 'em.

FAILURES IN COLLEGE

LEO W. JENKINS

Dean, East Carolina Teachers College
Greenville, N.C.

ROUSSEAU is credited with the advice to educators to "study your pupil, for it is clear you know nothing about him." Perhaps the time has long since come for some modern Rousseau among our school board members, public school administrators, or college officials to advise the college critics of secondary schools as well as the defenders of secondary schools to "study your high school-college interdependence, for it is clear you know little about it."

Seldom does a month go by in which someone is not expounding on the reasons for failures among college freshmen. This is followed by explanations, alibis or excuses from secondary school people that often appear to be mere rationalization. The typical analysis generally ends with accusations that students being graduated from our secondary schools are sorely unprepared to do freshmen work and that colleges, after all, are ivory towers.

It may benefit all concerned for college faculty members to consider seriously the following questions. The answers may lead to the colleges' beginning a program of self-evaluation, understanding and general improvement and to a lower freshman scholastic mortality rate.

1. Have we made frequent visits to public high schools to see actual conditions at first hand and to talk with the teachers preparing the students who will become the poorly prepared freshmen?

2. Have we made a clear analysis of the changes in society during the past few decades with the resultant effects on youth? This should include all activities that offer competition for the time of youth. A listing of present activities both educative and maleducative might reveal a much larger list than was evident 25 years ago. It might further be learned that some of these competitive activities not only make for more wholesome citizenship

but also were brought about by forces other than the secondary schools.

3. Do we fully appreciate the progressive refinement that has taken place in compulsory attendance laws in most of the states?

4. Do we fully realize that the typical high school teacher today must teach large heterogeneous classes with only a few college preparatory students in each?

5. Do we realize that there is justifiable pressure for adequate education for all the youth, both college preparatory and noncollege preparatory, within the same school structure?

6. Do we fully appreciate the fact that in the "good old days" freshmen classes came from schools in which college preparation was stressed, with the noncollege students gaining whatever they could from this instruction? In the past the so-called nonacademic students were either eliminated or passively tolerated. Now they stay on as active members of the school society.

7. Do we see fully and appreciate adequately the revolution that has taken place in both secondary education and higher education with the development of mass education?

8. Have we been able to "roll with the ball" educationally without blaming the secondary schools for our own changed outlook or attitude which in reality may have been caused by our own maturation or mental fatigue?

This weakness exists in many phases of our present day life. The athletes of old, as well as the students, were greater until investigation of records discloses otherwise.

9. Has the sophistication of present students caused them to doubt our genius or some of our lecture notes that are in need of editing, and have we in defense criticized their preparation?

10. Have we established a good orientation program for our freshmen so that they can appreciate the transition from high school to college as well as recognize the philosophy of college before they fail?

The criticism might well be raised in connection with the last question that students do not desire or need work in orientation on the college level. One way to test the validity of this criticism is to offer an orientation course and ask all the students who complete the course to evaluate it.

At East Carolina Teachers College, Greenville, N.C., 350 freshmen who completed such a course were asked to evaluate this instruction in terms of their personal goals in college. The following table reveals the results of this inquiry.

- (A) To indicate "very useful"
- (B) To indicate "fairly useful"
- (C) To indicate "somewhat useful"
- (D) To indicate "of little use"
- (E) To indicate "useless"

	(A)	(B)	(C)	(D)	(E)
1. Academic standing, scholarship, citizenship and personal responsibility. Spiritual values	235	74	27	5	
2. Rules of etiquette	206	77	29	16	7
3. Library use	245	62	23	8	1
4. Marriage and the family	184	87	48	12	6
5. Teacher recruitment, vocational opportunities, higher education	171	95	42	18	10
6. Study habits and technics	167	108	38	18	12
7. Extracurricular activities, hobbies and recreation	138	113	60	15	9
8. Civic participation	112	113	71	23	3
9. Professional associations	129	115	56	17	3
10. Ethics	146	114	50	14	2

It is obvious that most students want to succeed. It must follow that they welcome understanding and sympathetic assistance.

An analysis of college failures soon reveals that poor academic preparation is not the sole answer. Success in college appears to be dependent upon many factors in addition to academic preparation. The causes of success and failure appear almost unlimited. The high schools do not satisfy their responsibility of guiding students to college through an annual "College Day" or "Career Day." The solution is not that simple. High school faculty members for their part might well consider these questions in evaluating the efficacy of their school's college preparatory program.

1. Have we visited some of the colleges attended by our former students to discuss the nature of their work in order to discover weaknesses and strong features of their preparation?

2. Have college officials and instructors been invited to our school to

talk with us about methods of instruction and various aspects of curriculum organization?

3. Are all the juniors and seniors in our school fully acquainted with the entrance requirements of various colleges?

4. Has contact been made with former students now attending college in order to discover some of the problems confronting them?

5. Do our students have information concerning the thousands of scholarships available in American colleges?

6. Have attempts, when possible, been made to assign college preparatory students to teachers who appreciate college methods of instruction and the need for adequate preparation?

7. Has school time been made available for college preparatory students to visit various colleges for some pre-college orientation?

8. Have our students been trained to consider college professors as the possessors of all wisdom, or have they

been encouraged to develop a spirit of inquiry and to realize that college instructors will assist them in solving many new types of problems?

9. Realizing that inability to read is a large contributing factor for failure in college, have we done all that is possible to improve our students' ability to read?

10. Have we had the courage honestly to advise some students that God never expected them to attend an institution of higher education?

The picture is not one sided. Both the college and the high school must recognize their mutual responsibility. Popular higher education for large numbers is here to stay. Practices of the past may not be adequate to satisfy present needs. The colleges might well follow the lead of their football coaches and do some scouting in the high schools, while the high schools might well follow the lead of entertainment agents by trying to discover what is required in the "big time circuit" so they can supply those needs.

SUPPORT FOR A BUILDING PROGRAM

is assured when citizens help develop it

PAUL A. HEDLUND

Associate Education Supervisor
New York State Education Department

TWO of the most urgent and pressing problems in American public education today are to provide (1) enough well qualified teachers and (2) adequate school buildings for the increased numbers of children born during and after World War II.

The New York State Education Department has tackled both of these problems by publishing manuals for the use of lay groups. Study by representative laymen in cooperation with the board of education should build real understanding of these school needs and broad support for resulting programs of action. A year ago the department published a manual entitled "Teachers for Today's Schools"; its companion volume published this fall is entitled "Room to Learn."

The need for careful planning of school buildings is evident. Today's

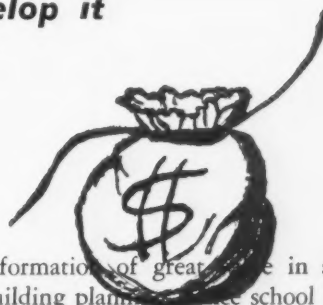
planning for new school buildings will shape the educational program of the community for years to come. If a new elementary school building is constructed with classrooms of the traditional size it will be difficult during the life of that building to move toward a modern educational program. The classrooms will not house a program calling for varied learning activities.

While the principal responsibility for school building planning rests upon the local board of education and upon its professional staff, there is much to be gained if the board will seek broad lay participation in school building planning, for two reasons:

1. *A better school building program is likely to result.* The best thinking of the whole community will be drawn in, and many citizens possess technical

information of great value in school building planning. Since school buildings today are used for many community purposes, it is wise to plan them from the beginning so that these community purposes will be well served. Experience has also shown that such lay planning groups are likely to take a long-range and forward looking view and to recommend a program which the board of education alone would have hesitated to propose.

2. *The school building program is more likely to be approved by the voters.* If the lay committee is large and fairly representative and if good liaison is maintained between it and the community, the program recommended by the committee will represent community thinking at the grass roots. The committee will know the community's school building needs



from firsthand study and will be in a strategic position to build support for the resulting school building program.

In order to achieve these advantages of broad participation by citizens, this manual suggests that the board of education appoint an advisory committee on school buildings.

Purpose. The broad purpose of such an advisory committee is to build public support for the school building program that will be adopted by the board of education. The committee can achieve this by studying the community and its educational needs, by making recommendations to the board relative to a school building program, and by maintaining continuous contacts to inform the community of its school building needs.

Advisory Function. The committee is appointed by the board of education to serve the board in an advisory capacity. The board, of course, acts finally on matters of school building policy but first refers school building problems to the advisory committee for its study and recommendations.

Membership. It is important that two-way communication be maintained between the community and the committee throughout the study. The advisory committee should, therefore, include the key persons of all major groups in the community. Members should be selected for their ability to contribute to the study and for their wide contacts. Some attention should be paid to representing geographical areas in the community as well as economic and ethnic groups in the population.

SELECTING COMMITTEE MEMBERS

People genuinely interested in education should be sought as members of the committee, and a broad range of opinions on educational matters is desirable. Each member of the board of education might nominate 10 persons for membership on the committee. From the list thus compiled the board as a whole could select the committee. The committee should be a large one but not too large to function as a committee of the whole. From 10 to 25 members would seem a reasonable number, depending upon the size of the school district.

The superintendent of schools should be an ex officio member and should attend most of the meetings of the advisory committee. Experience with lay committees suggests that he should name a member of the school

staff to serve as secretary to the committee in order that the schools' facilities for clerical and duplicating service may be more readily available to the committee. The committee should be free to call upon other members of the school staff as consultants. The board may also wish to provide the committee with professional consultants from outside the school system.

PROGRAM FOR STUDY

The manual outlines a program for study and action seeking solutions to four problems bearing upon the community's school building needs:

Part I. What Is Our Community Like?

Part II. What Kind of Education Do We Need?

Part III. What Kind of Buildings Will Meet Our Educational Needs?

Part IV. How Do We Get These Buildings?

In order to plan wisely for education and for the buildings to house it, it is necessary to know what the community is like and what changes are taking place within it. Each community has its own particular needs for educational services, and only a careful study of the community itself will reveal them.

It is, therefore, suggested that before the committee attempts to describe the educational program needed it study those aspects of the community that have a direct bearing upon the needs for school services and school buildings.

The manual provides work sheets which the committee can use to gather information on the community, such as population growth, distribution of population by age groups, estimates of future school enrollments, economic conditions and trends, occupational groupings, work opportunities, the character of the homes and the opportunities they provide for child development, and recreational facilities.

WHAT KIND OF EDUCATION?

After having studied the community to reveal its needs for educational service, it is suggested that the committee, with the aid of educational consultants, describe an educational program that will be adequate for the community's needs. Members of the board of education, of the school staff, and of the pupil groups might well cooperate with the committee in formulating a recommended educational program.

A suggested work sheet is provided for recording the committee's description of the desired educational program. It deals with such general factors as numbers to be educated, length of school day, and class size. It also contains a check list of school services provided by the better schools of the state in order to guide thinking as to what additional school services should be provided by the community.

After receiving the committee's recommendations for a desirable educational program for the community, the board of education will decide upon the educational program it is willing to sponsor and upon the buildings needed to house such a program.

An accurate appraisal of the community's present school plant, to determine what it can contribute to the desired educational program, is indicated at this point. It should be made by experts at the direction of the board of education.

The board is then in a position to adopt a tentative school building program and to determine priorities in school building construction.

The school staff should cooperate with the board in writing the educational specifications for the first building to be constructed. At this point, or earlier, the board should engage an architect to translate the educational specifications into space requirements and to coordinate these spaces into a pleasing and useful structure that the community can afford to build.

COMMITTEE SPONSORS CAMPAIGN

After receiving from the architect the cost estimates for the proposed building, the board makes its decision to build and then plans for the financing of the building.

The advisory committee should have been kept in close touch with the board's thinking all through these last two phases of the project, and two-way communication should have been maintained between the two groups at all times.

If it has, the advisory committee will be adequately prepared for its final and most important task—that of enlisting support for the new school building program. The manual suggests many means by which the committee can inform the people of the community's school building needs.

It also contains a short bibliography on schoolhouse planning and a concluding section on modern trends in planning and construction.

Schools and colleges concentrate on

SAFETY EDUCATION

CHICAGO.—An "S" belongs alongside those familiar three R's in the nation's schools, the National Safety Congress was told here during its five-day conference October 24 to 28. Safety was called as much a part of modern education as reading and arithmetic.

L. T. Johnston of the Texas state board of vocational education told the school and college section:

"It is certain that those interested in prevention of accidents and safety education in the schools will fail if they do not convince the public in general and school people in particular that safety education is an integral part of general education. It is a part of the plan of teaching children to understand this modern technological civilization in which we live. It helps them to adapt themselves to that civilization in a way that would be beneficial to themselves and their fellow men."

Mr. Johnston pointed out that children can be led into accident prevention by a strong guidance program based on physical examination and history, vocational tests, and competent counselors.

Absence of safety education in the nation's schools would nullify every other training, Herold C. Hunt, Chicago superintendent, declared.

"The superintendent," he said, "recognizes that upon the success of the program of safety education, in its effect upon the individual student, rests the full realization of the objectives of the entire, over-all program of education. For as the student goes on to take up his responsibilities as an adult citizen and as he lives his adult life safely and with respect for the principles of safe living, so will it be possible for him to utilize the knowledge and the skills which he has acquired in his school years . . . to participate actively in a long period of worthy citizenship."

Schools that fail to provide adequate safety education are, in effect, subversive of society. This charge was

made by Harold C. Hand, professor of education, University of Illinois.

Professor Hand said that the nation's schools have failed to engender in the consciences of Americans the sacredness of all human life. "Any population," he said, "that had effectively been educated in reference to this ethic would be morally outraged by the statistics of carnage carried in every daily newspaper and, as a result, quickly put an end to this butchery."

Organization of student safety councils was proposed by Maco B. Whittall, safety adviser of the J. M. Atherton High School for Girls, Louisville, Ky.

He cautioned that full representation should be given to all students in organization of the council to ensure (1) wider cooperation in the dissemination of educational material on behalf of safety regulations, (2) greater observance of these regulations, and (3) continuing interest in the entire school safety program.

The need for proper accident prevention training in the curriculum of teachers colleges was presented by Mal-

colm Price, president of Iowa State Teachers College.

He noted that specialists in safety education are needed but said that many states, such as Iowa, in which smaller communities predominate, will have a greater need for instructors who majored in English, mathematics, social science, and science and minored in safety education.

President Price added that any school's safety program requires the aid and cooperation of every member of the faculty in creating a safety conscious generation. "Safety education," he declared, "must be the responsibility of every classroom teacher."

Paul H. Blaisdell, executive director of the National Committee for Traffic Safety, said that public support is necessary to obtain regular courses in driver education in the public schools.

NEED COMMUNITY SUPPORT

"In securing community support for safety education," he said, "we are really backing the findings of experience which show driver education as a practical, efficient, long-range approach to a vast and intricate problem. All the other objectives of education—to build better citizens, to equip us for a useful life work—can die with our children at the first dangerous street intersection."

Mrs. Ellen M. Welton of Medina, Ohio, was honored for her record of no accident during 45 years of transporting children.

High Points of the Conference

G. M. COLEMAN

Supervisor, Instruction and Attendance
St. Joseph, Mo.

GEORGE P. SILVERWOOD

Director of Safety, Public Schools
Green Bay, Wis.

THE number of school systems represented at the National Safety Council by their top level administrators is evidence of the growing interest in the field of safety education. An examination of the roster of delegates indicates that this concern for school safety is not sectional, nor is it confined to one class of cities.

In the opening address of the conference, Herold C. Hunt of Chicago spoke the thinking of school superintendents when he said that "to do

things safely" must supplant "to do things" in our curriculum.

A greater emphasis on general safety education was evident in all of the meetings when secondary curriculum was discussed. This contrasts with past years, when driver education received a disproportionate share of the emphasis in the secondary field. Of especial interest to administrators was the emphasis on the responsibility of schools to provide, in addition to curriculum, a safe environment for boys and girls. This phase of the safety program might well have received more attention.

It would seem that at least one session might have been devoted to school engineering, since it was the opinion of certain of the conference

speakers that many of our problems of school safety are basically engineering problems.

Other speakers stressed the contribution that a sound accident reporting system makes toward the elimination of the causes of recurring accidents.

The report on the training of driver education teachers given at the breakfast conference on driver education was a hopeful sign. It was reported that institutes for training of instructors are being established on a regional basis and will cover 50 institutions in 25 states.

A program for instruction in bicycle safety was one of the highlights of the elementary section meetings. It is unfortunate that many of the excellent and practical suggestions for handling this problem were not made available for all members of the school division of the safety conference.

Many of the delegates to the conference felt that perhaps the program was too ambitious in scope. Those who are responsible for setting up the conference might consider fewer meetings with more opportunity for discussion and the trading of ideas. It would be helpful if displays of teaching materials would be available at the headquarters hotel. The opportunity to preview recent teaching films was most helpful.

School administrators owe a debt of gratitude for the excellent, well rounded program developed by Wayne Hughes and his staff. The growing interest of school people in this field is evidence of the effectiveness of the whole program.—G. M. COLEMAN.

WHEN the curtain dropped at the end of the final meeting of the school and college section of the National Safety Congress, it was obvious that safety education was emerging from a transitional state. From the opening address by Herold C. Hunt, superintendent of the Chicago schools, to the final program outlining the "Forces Which Support the School's Program in Safer Living" the trend was apparent. Safety education, it was conceded, is becoming a part of the American teaching pattern, with stress upon attitudes and habits of living, instead of being simply a program aimed at reducing physical hazards to the child.

In this version of the teaching of safety, the school administrator plays a leading rôle. He becomes the spearhead of the community safety move-

ment, marshalling all forces that bear upon the problem (the classroom teacher, the parent, governmental agencies, and public and private accident prevention organizations) into a coordinated whole. Such a program, it was pointed out, is the only avenue through which the child can become a truly "safety conscious" individual.

Probably the most concrete contribution in the field of safety education at the 1949 congress was the report of the standards committee led by Lonnie Gilliland, coordinator of safety education for the schools of Oklahoma City, Okla. This group, on the basis

of a year's study, proposed standards in safety education for communities of various sizes from the standpoints of direction, supervision and breadth of the teaching program.

The committee made no attempt to attack the problem of teacher certification from the standpoint of training in the teaching of safety. It was conceded, nevertheless, that this should be a point for immediate study by the standards committee, as well as by educational organizations, state departments of public instruction, and teacher training institutions.—GEORGE P. SILVERWOOD.

Olson's "Child Development" Indicts Traditions of School Organization

CHILD DEVELOPMENT. By Willard C. Olson, director of research in child development, University Elementary School, University of Michigan. Boston: D. C. Heath and Company. 1949. Pp. 432. \$4.

THIS review considers the significance for school administration of "Child Development" in terms of three major questions: (1) What are the author's conclusions that concern the educational program? (2) What are the implications for the school's policies and practices? (3) What problems may administrators anticipate in interpreting the conclusions and implications to the staff and to the public?

"Child Development" is not the kind of book that can be summarized easily and briefly. Many of its chapters are themselves primarily summaries of research concerning various phases of child development. However, the author presents a basic philosophy that the first 10 chapters document and the last four interpret in relation to educational practice.

In his final chapter, Dr. Olson states as his philosophy of growth: "Each child is to be assisted in growing according to his natural design without deprivation or forcing in an environment and by a process which also supply a social direction to his achievement." (p. 380).

In earlier chapters the various basic factors are carefully analyzed. For each individual there is "an unfolding design" that "appears inherent in the

nature of a species, and the level and rate of emergence is also dependent on immediate ancestry" (p. 40). But whether motor skills develop, for example, depends "on the presence or absence of an opportunity for learning" (p. 88).

However, "within a roughly comparable set of values and experiences, there remain differences among children which are too large to be accounted for by nurture" (p. 157). Dr. Olson, therefore, emphasizes the rôle of internal drives to action in contrast to reliance on external motivation. The importance of environmental factors is emphasized in Chapters VIII to X, which analyze the influence of the social relationships on the development of the individual's personality. The personality of the individual "emerges as a complex resultant of the interaction of his endowment with the experiences of living" (p. 275).

It follows from Dr. Olson's statement of the growth philosophy that he defines education as "a process by which children are assisted in growing." He believes "the adequacy of administration, of the physical environment, and of methods of teaching should be appraised in terms of the extent to which this function is realized" (p. 380). Thus the rôle of the school is to provide conditions of nurture for each individual in which he may achieve an optimum development.

The traditional concept of a selective function of education is rejected

and with it all the practices of education which impose uniform standards of accomplishment. The teacher's task is to supply proper growth conditions, and "the evaluation of the quality of service of a teacher is more largely in terms of social and emotional qualities and relationships than in terms of competence in subject matter" (p. 284).

Proper growth conditions, in the light of the research reviewed by Dr. Olson, include provision of a lush environment containing "a variety of types of experience and many levels of difficulty in materials and experiences of the same type" (p. 325), the active participation of children in the determination of curriculum experiences, and the educational use of contemporary living experiences.

IMPLICATIONS FOR THE SCHOOL

Chapter XIII is of particular interest to the school administrator because various administrative practices are analyzed in terms of concepts of child development. Technics for easing the transition from home to school are described, and the problem of entrance age is discussed. Evidence is reviewed to show the ineffectiveness of non-promotion and ability grouping.

Social adjustment is considered by Dr. Olson as the major factor to be considered when there are problems of grade location because "a major objective is to secure a comfortable group of associates with whom the child can work and play" (p. 365). Dr. Olson holds that in problems of individual adjustments "after expert professional information and advice has been given it is up to the parents to accept or reject it and to abide by the consequences" (p. 367).

The problems of departmentalization and class size are described. The author comes to no conclusions regarding the efficiency of any one plan or number, although he presents much evidence favoring relatively small classes.

In general, the chief implications of Dr. Olson's book point more directly to the school program than to administrative practices. These implications are obvious in a scale by which educators may "review the import of child development concepts for their practices" (Chap. XIV, Pp. 382-386).

The scale offers the following suggestions: (1) Discipline should give control to children as rapidly as they can assume it; (2) children should

participate in planning their curriculum, even to the extent of altering time schedules; (3) instructional materials should have a range of from three to five years in difficulty; (4) the growth of pupils should be reported to their parents and to the children through interviews, and child appraisal and reporting should be encouraged; (5) children should participate in making and enforcing classroom and school rules; (6) seemingly unacceptable behavior should be dealt with sympathetically, and professional help should be used when indicated; (7) positive rather than negative language should be used with children; (8) alternate rest and relaxation and a wide variety of activities should be used for release of tensions; (9) teachers should be students of modern technics for studying and improving group and individual behavior.

In general, the chief significance of the growth philosophy for educational practice is the importance it assigns to the environmental and personal factors in schools as contrasted to mechanical problems of curriculum and administration.

The philosophy and its implications seem to confirm much that elementary schools have already done in eliminating grade standards, promotion schemes, uniform textbooks, and marking systems, and, on the positive side, in developing cooperative curriculum planning, creative and expressive activities, use of varied instructional materials, and emphasis on personal relationships of teachers and pupils.

REAL VALUES

In many schools such steps have been taken one at a time so that practices still exist which are inconsistent with the fundamental philosophy. In many other schools most or all of the practices rejected by Dr. Olson's analysis still exist.

This new volume holds real values for those who work in both types of schools. Those educators who have taken some steps toward such a program may see them in perspective; those whose schools have not been affected may see the contrast and a new vision of education. For all educators here is a philosophy of child development and education, with a large array of research for documenting and aiding further study and action.

The school administrator must proceed with caution to change school

practice, regardless of his own enthusiasm and acceptance of Dr. Olson's point of view. A first problem is whether the evidence supports the point of view. Here most administrators will probably be in my position. My own knowledge of the research in child development is too limited for me to judge whether Dr. Olson has included all the pertinent research, whether he has evaluated it adequately, and whether his generalizations are consistent with the available evidence.

Within these limitations, I find the evidence adequate, primarily because I accept the obvious integrity and careful work of the author without question.

GAINING PUBLIC ACCEPTANCE

A second problem is whether the point of view and the research can be presented to the staff and to the public in such a way as to obtain acceptance. I fear that some teachers may find the volume difficult because of its necessary reference to research and its sometimes technical language and complex charts. Chapters XI and XII give particular attention to the rôle of the teacher.

Skillful discussion leaders might do an effective job with both parents and teachers in discussing the scale presented in Chapter XIV. However, such discussion could easily be an oversimplification of the philosophy involved. Chapter XIV itself seems almost such an oversimplification, after one has sought with the author to find from the various researches cited earlier an acceptable pattern of child development and education. Constant references to the materials in the first 10 chapters are necessary; those materials document Dr. Olson's final generalizations summarized earlier in this review.

I suggest that careful study of the entire volume, noting of pertinent research and opinions of the author, and use of the index will be helpful to the administrator who wishes to interpret to the staff and to the public the need for the kind of school program and practices implied by Dr. Olson's work.

Perhaps my chief conclusion is that all persons concerned with the direction of children's school experiences will wish to study "Child Development" and to appraise their functions in the light of its principles and proposals.

—WILLIAM M. ALEXANDER, *superintendent of schools, Winnetka, Ill.*

Audio-Visual Aids

Typical **EQUIPMENT** and **PROCEDURES**

for small, medium and large school districts

A COMMITTEE of teachers at Terre Haute, Ind., has completed a survey of administrative practices in the audio-visual program in Indiana and in 19 other states selected at random. Purposes of the survey were to find what the practices were and to compare those in Indiana with those in other states.

Questionnaires and personal letters were sent to principals of 128 schools in Indiana and of 52 school systems in other states. Eighty-two per cent, or 103, were filled out and returned in Indiana, and 79 per cent, or 41, were returned from the other states.

The following points were considered:

1. Number of pieces of equipment owned by each school.
2. Equipment used oftenest.
3. Methods of financing the program.
4. Administration of the program.
5. Ordering of materials.
6. Storing and using materials.
7. Minimum required equipment.

Indiana schools were divided into three groups according to enrollment: small (400 or fewer students), medium (401 to 1000 students), and large (more than 1000 students). Data obtained from the study are classified accordingly.

SMALL SCHOOLS

Almost all small schools own one sound movie projector, while none of them owns more than one. Three have no projector. Most of them own one portable screen. Eleven own two screens. About half own strip film projectors.

The sound projector is used oftenest. The strip film projector is next in frequency of use. Eleven small schools own wire or tape recorders, but they are used in a limited degree.

The audio-visual program is financed mainly by funds placed in the

HOMER POWELL

Dean of Boys
Garfield High School
Terre Haute, Ind.

regular school budget. Parent-teacher clubs and various departments contribute funds. There also are many other miscellaneous methods of financing.

Each department administers its own program, but the principal closely watches the administration.

The principal orders most of the materials used.

Most small schools have no projection room. Films are shown in classrooms. Projection equipment is kept in the principal's office, while charts, flat pictures, models and displays are kept in classrooms.

Essential items of equipment were listed in this order by the small schools: a sound movie projector, one portable screen, a strip film projector, two portable screens, and a standard slide projector.

MEDIUM SIZED SCHOOLS

Twenty-seven schools in this group own one strip film projector, while 25 own one sound movie projector. A fairly large number of them own two movie projectors, and more schools in this group than in the group of small schools own a wide variety of miscellaneous equipment.

The sound movie projector is used oftenest, with the strip film projector a close second.

The program is financed largely by funds placed in the school budget, supplemented by fees from students and donations from other sources.

Each department administers its own program, but a part-time director takes the place of the principal.

Materials are ordered mainly by a part-time director. The principal delegates some duties and authority to him.

Most of the schools in the middle group have a projection room. Films and slides also are shown in classrooms. A special room is provided for storing equipment.

Minimum equipment requirements, as listed by the schools, are, in order: a sound movie projector, a strip film projector, a standard slide projector, two portable screens, a wire or tape recorder, a 2 by 2 slide projector, and miscellaneous equipment.

LARGE SCHOOLS

Large schools own a wider variety of equipment. They also own more pieces of the same kind of equipment. More schools own three movie projectors than any other number of projectors. Wire recorders and opaque projectors are more numerous than in smaller schools.

The sound movie projector is used most, as in all other schools. The wire recorder is used more than in smaller schools.

The program is financed by funds placed in the regular school budget.

A part-time director administers the program in each school. Employing a full-time director is a common practice in larger schools and in cities.

The special director does most of the ordering of materials.

Most large schools have special projection rooms, but films also are shown in classrooms. A special room is provided for storing audio-visual equipment.

Minimum requirements as listed by the schools, are, in order: a sound film projector, a strip film projector, a 2 by 2 slide projector, a wire or tape recorder, two or more portable screens, a standard slide projector, an opaque projector, one portable screen, and a silent film projector.

The equipment owned by schools outside of Indiana is comparable to that owned by schools in Indiana.

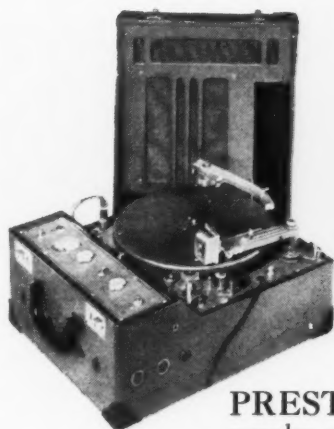
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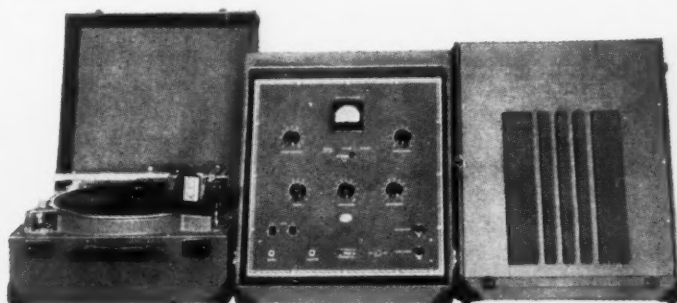
Long famous for quality, Orange Label Discs are today better than ever. For they are now made in the same plant, on the same automatic machinery as the Presto Green Label professional recording discs used in broadcasting stations. Except for aluminum-base thickness (for economy to you), Orange Label Discs are identical with Green Label. Minimum surface noise, excellent high frequency response and complete freedom from chemical and mechanical imperfections are characteristics of *all* Presto Discs.



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Schools in the nation at large use the sound movie projector most. The strip film projector is next in frequency of use.

The audio-visual program is financed by funds in the regular budget. They are supplemented by fees collected from students and by donations from other sources.

A full-time director usually administers the program. A part-time director and faculty committees were also mentioned several times.

Materials were ordered by directors, committees, principals and others.

Most schools have special projection rooms, although slides and films also are shown in classrooms. Equip-

ment is kept in a special room provided for that purpose.

Minimum requirements, listed in the order of the schools' preferences, are: a sound movie projector, a strip film projector, an opaque projector, a 2 by 2 slide projector, a standard slide projector, a wire or tape recorder, a portable screen, and two portable screens.

SCHOOL BROADCASTERS EMBRACE TELEVISION

PLANs for closer cooperation between education and the broadcasting industry were made at the 13th annual School Broadcast Conference in Chicago, October 18 to 20. Chief among these is a guidebook on how to make the best use of radio and television time for education programs. It will be prepared jointly by commercial broadcasters and educators and published by the industry in 1950.

Attending the conference were approximately 1400 audio-visual directors, classroom teachers, and commercial broadcasters.

RADIO INTERNSHIPS RECOMMENDED

Exchange internships on a regional basis were recommended. Under this plan, school radio people would spend a week in a commercial station to acquaint themselves with the production side of radio, and network broadcasters would in turn come to the schools to get a better idea of the educational needs to be served.

The School Broadcast Conference is a service organization acting as a clearinghouse for information on educational radio and television programs. Its director is George Jennings, director of the radio council for the Chicago public schools and president of the Association for Education by Radio.

Participating in the conference were the A.E.R., National Association of Educational Broadcasters, National Association of Broadcasters, Association of Women Broadcasters, Illinois Congress of Parents and Teachers, Illinois Broadcasters Association, and local networks.

Principal speakers included Harold Shane, professor of education at Northwestern University and former superintendent at Winnetka, Ill., and Benja-

min Fine, education editor of the *New York Times*.

Keynoting the conference, Dr. Shane warned that "the sociological implications of television are more important than the educational implications at the present time."

"Tremendous changes are under way in family living," he said. A survey of what happened to people who purchased sets showed that they listened to the radio 62 per cent less, went to 58 per cent fewer movies, read magazines one-third less, and read newspapers one-fourth less. Teenagers spend about 23½ hours a week in televiewing, which is equivalent to seeing a three-hour plus double feature every night in the week.

"But in spite of TV, educational radio is only beginning to fulfill its promise," he continued. "It can take two direct paths of action: (1) study ways to stimulate clearer and more critical thinking in children, and (2) recognize and look for ideas often omitted from the regular curriculum."

FM COVERAGE EXPANDS

Dr. Fine charged the community with chief responsibility for overcoming the present crisis in education. For the 10,000,000 children to be added to our population in the next 10 years, we will need more teachers, more equipment and supplies, and \$10,000,000,000 for school buildings. Yet education seems to be a marginal luxury, he said. Less than 1½ per cent of our national income today is used for education.

Panel speakers on FM radio included G. E. Watson, state superintendent of public instruction for Wisconsin; Norman E. Borgerson, assistant state superintendent in Michigan; Vernon L. Nickell, state superintendent

for Illinois, and Clyde Parker, superintendent, Cedar Rapids, Iowa.

Wisconsin soon will have eight FM outlets in a reasonable listening area for all of its schools, Mr. Watson said. It boasts the oldest educational radio station, WHA. Educational radio is under the control of a radio council, a nonpartisan group.

COMPETITION A MISTAKE

Mr. Borgerson maintained that education makes a mistake when it attempts to compete with commercial radio. To improve quality of offerings, school people should spend a greater amount of time acquainting themselves with radio technic.

State Supt. Nickell said that radio can be a means of teaching the use of good English and proper speech. Television can further our understanding of other peoples by transmitting scenes from actual life in other countries. He suggested rebroadcasting of programs through tape or wire recorder.

Schools in Cedar Rapids, Iowa, have a director of radio education, said Mr. Parker. Both students and teachers share in broadcasting and programming, and the superintendent has 15 minutes a week for a program of his choosing.

Three public school systems were cited for awards: Atlanta, Ga., Station WABE; St. Louis, Station WEW; and Houston, Tex., Station KATL.

There was a tie for "man of the year award." Sharing honors were Kenneth G. Bartlett, dean of university college at Syracuse University, and Richard B. Hull, director of radio for Iowa State College and president of the National Association of Educational Broadcasters.

The 1950 annual conference will be held in Chicago in October.

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Maintenance and Operation

REPAIR OF BUILDINGS AND EQUIPMENT

FRANCIS R. SCHERER

Superintendent of School Buildings
Rochester, N.Y.

IN MANY instances, much improvement can be made in existing school buildings by rehabilitating or modernizing them, thus overcoming both obsolescence and deferred maintenance. By no means, however, is every old school building a likely object for improvement.

Remodeling has a way of costing more than many of us seem to be able to estimate. If the four walls of the rooms are load bearing in character and the rooms are inadequate in size, it may not prove economical to undertake remodeling. In many older buildings, however, classrooms are larger than those in many newer schools. The age of the building is not necessarily the criterion for scrapping. Many an old building is superior to a new one.

If the rooms in an old building have one or more non-load bearing walls, there is an opportunity to enlarge the rooms. Fenestration can be rearranged, and in some cases the use of directional glass block above and/or alongside of vision strips is desirable.

Once the optimum room size has been approximated, each condition warrants a special study so that the school may proceed with the remodeling in a manner that will salvage as much of the appointments in the room as can reasonably be defended in a remodeled job.

As examples: existing blackboard that is not wanted might be removed

and tackboard substituted in its place. The present ceiling might be furred and acoustical material applied to arrest cracked and loose plaster and to improve hearing conditions. Most floors in old buildings are strip hardwood or rift sawed Georgia pine. As the job nears completion these might be resurfaced with a floor sander and then sealed. Tests now being carried out on a newly developed green chalkboard paint indicate that existing slate blackboards may be in for a face lifting.

FACILITIES FOR BETTER VISIBILITY

Improvement for seeing will be one of the major items. Unless the building is used for night classes, the major emphasis will be upon a well studied painting program, using materials with suitable light reflection characteristics and with sufficient durability to stand up under school use for a period of from six to nine years. Such natural lighting must, of course, be supplemented with artificial lighting. If the building is used for night classes, this artificial lighting will take on an added importance.

Upon the condition and size of the feeders and wiring may rest the decision as to whether incandescent or fluorescent lighting is selected. If new wiring must be run, there will be a greater freedom of choice. There is no unanimity of opinion on the two kinds of lighting, either among architects or among educators.

In the rewiring program provision should be made for convenience out-

lets so that visual aids and other appliances, such as synchronized clocks, may be used. Provision for radio reception and the installation of a public address system probably will need to be considered only in some schools, but the possibility that at least an audio-visual room will be wanted in each school should be reckoned with now.

FACILITIES FOR BETTER HEARING

Improving facilities for hearing merits careful exploration. If the teacher is to do her job well there must be relative freedom from excess noise. The use of acoustical material presently appears to be the best way of assuring freedom from such disturbance. Special subject rooms will require a special analysis for corrective treatment. Acoustical correction ought to be carried even beyond the instructional rooms, particularly into such areas as the auditorium, corridors and lunchroom.

HEATING AND VENTILATING

Just what is required of the heating and ventilating equipment will depend on the standards dictated by any authority having jurisdiction, or possibly by any higher standards that the school district itself might have. When mechanical ventilation is indicated on installations of appreciable size, either the split system with unit ventilators or circulated warm air would be a solution. Where high pressure steam plants exist, conversion to low pressure is recommended, primarily in the interest of safety and of affording the custodian more opportunity to participate in the general operation and maintenance of the plant.

PLUMBING

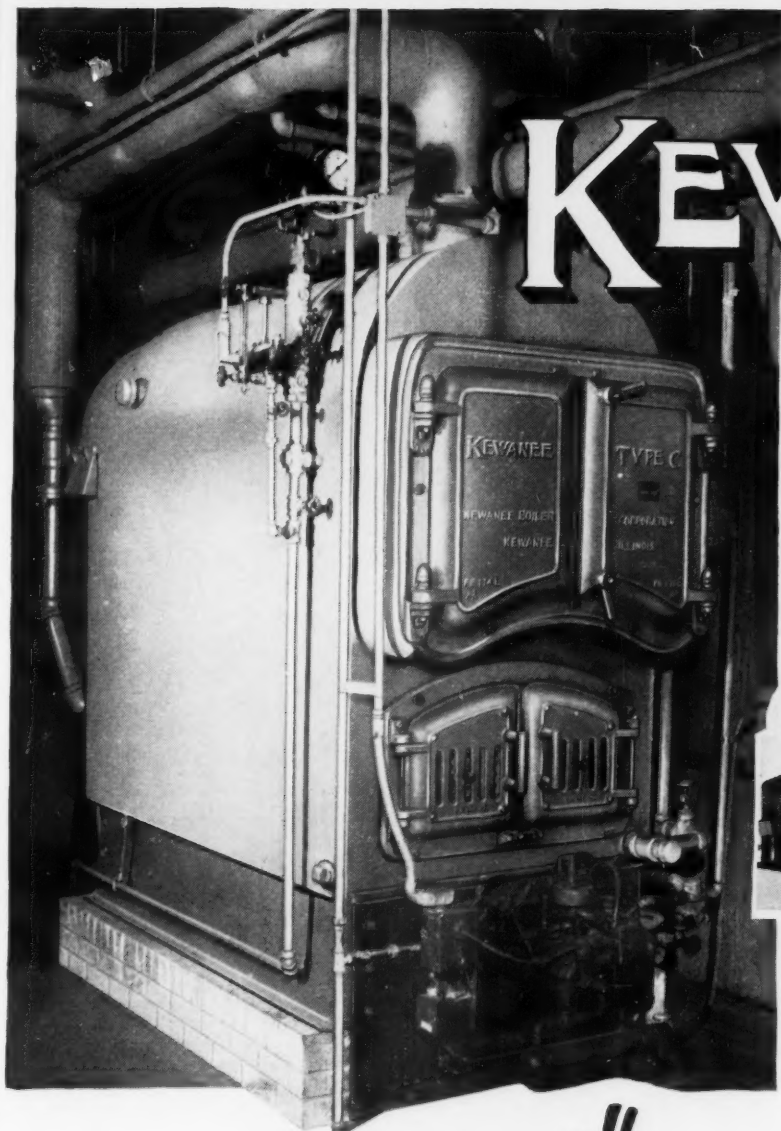
Usually the plumbing requires a more extensive overhauling than other mechanical services need. Increased water demands usually require larger mains. Hot water lines probably are scaled and ought to be replaced with copper or brass and installed in a manner permitting continuous circulation. The plumbing fixtures, no doubt, will have served their usefulness and should be replaced with vitreous china. Unless antiquated codes prohibit, the re-

Adapted from an address given at a conference on school buildings at Ohio State University, November 1948.

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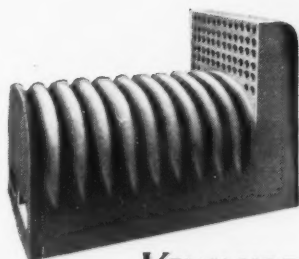
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quired number of plumbing fixtures in the remodeled structure will likely be fewer than the number now installed.

REPAIR OF EQUIPMENT

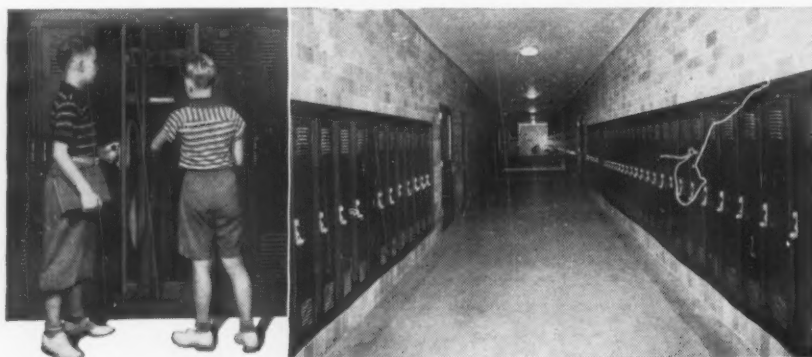
The repair and refinishing of equipment is an ever continuing function in all school systems. In normal times our own rule was not to repair or refinish if the total cost of such improvement represented more than half the replacement cost. Now we do the job regardless of cost because we know that we can get furniture restored to service reasonably fast and that the ma-

terials and workmanship in the renovated items are at least equal to much that is presently obtainable on the market.

The principal equipment item to be repaired generally is seats. We find it advantageous to put the refinishing of these on a time cycle much the same as we do the exterior and interior painting of buildings. The desire to lighten the color of school furniture as part of the present-day program for improvement in seeing necessarily speeds up that cycle until all pupils' desks and tables are so refinished.

When the volume of work is such that at least one man can be kept gainfully employed full time, the situation would warrant the establishment of a central shop into which the furniture might be taken and reconditioned. Other types of instructional furniture, particularly the chairs, tables and cabinets, might properly be sent to the same shop for repair and refinishing.

The larger school systems usually maintain a mechanical shop fitted with machine tools and welding equipment so that at least the minor repairs to shop and building equipment can be made with economy and dispatch. The larger items might well be sent into such commercial shops as are readily available for that type of work. The more intricate equipment in many instances might better be returned to the manufacturer for repair.

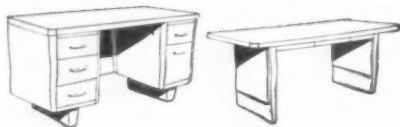


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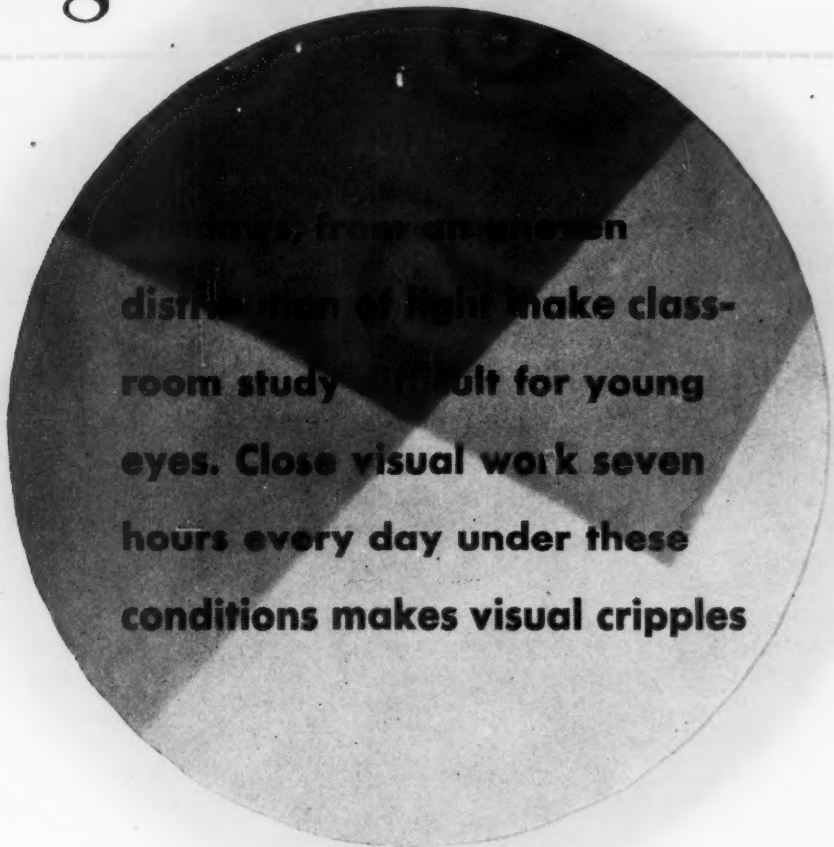
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Climbing Ivy Problem

My experience is that climbing vines inevitably damage the walls of the buildings to which they are attached. This damage is caused primarily by the moisture that gathers behind the vines. Further damage is sometimes done by the entrance of roots and tentacles into the mortar joints. The school should be interested in this damage factor. The chances are that seldom, if ever, is anything done about it—probably because we have the tradition of the "ivy-covered walls" of institutions of learning.—A. F. GAL-
LISTEL, *director of physical plant planning, University of Wisconsin.*

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Why is this hard to read?

The circle tells its own story of a common classroom problem. But shadows are only one of many classroom lighting problems.

Since each classroom lighting situation is different, Westinghouse recommends you take these steps before you select any equipment:

- Analyze the importance of your lighting needs.
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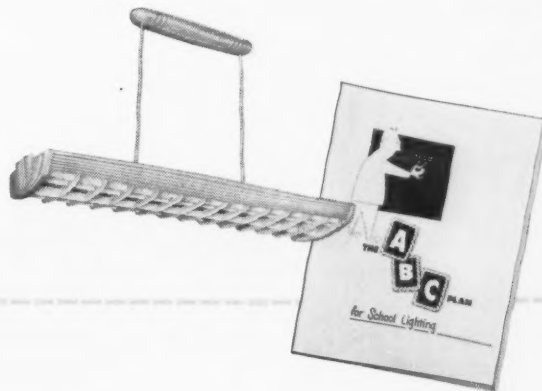
This complete story—a customer's approach to class-

room lighting problems and their various solutions is in the "ABC Plan for School Lighting", B-4556.

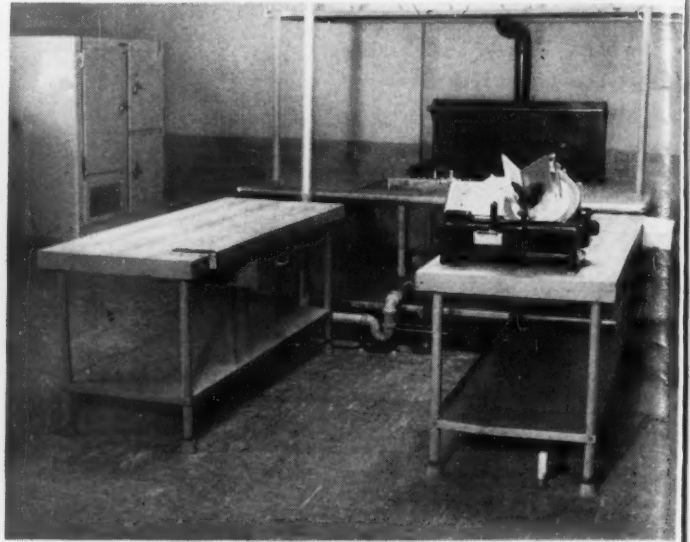
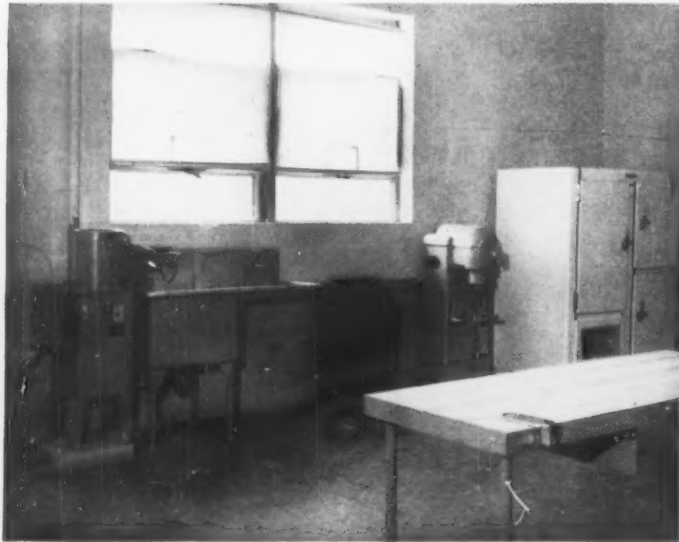
Whether you plan lighting—buy lighting—or install lighting, this book should be on your desk. Ask any Westinghouse representative or write Westinghouse Electric Corporation, P. O. Box 868, Pittsburgh 30, Pa.

J-04251

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MARYLAND'S VARIATIONS ON A LUNCHROOM PLAN



Two views of the kitchen at Landover Hills School.

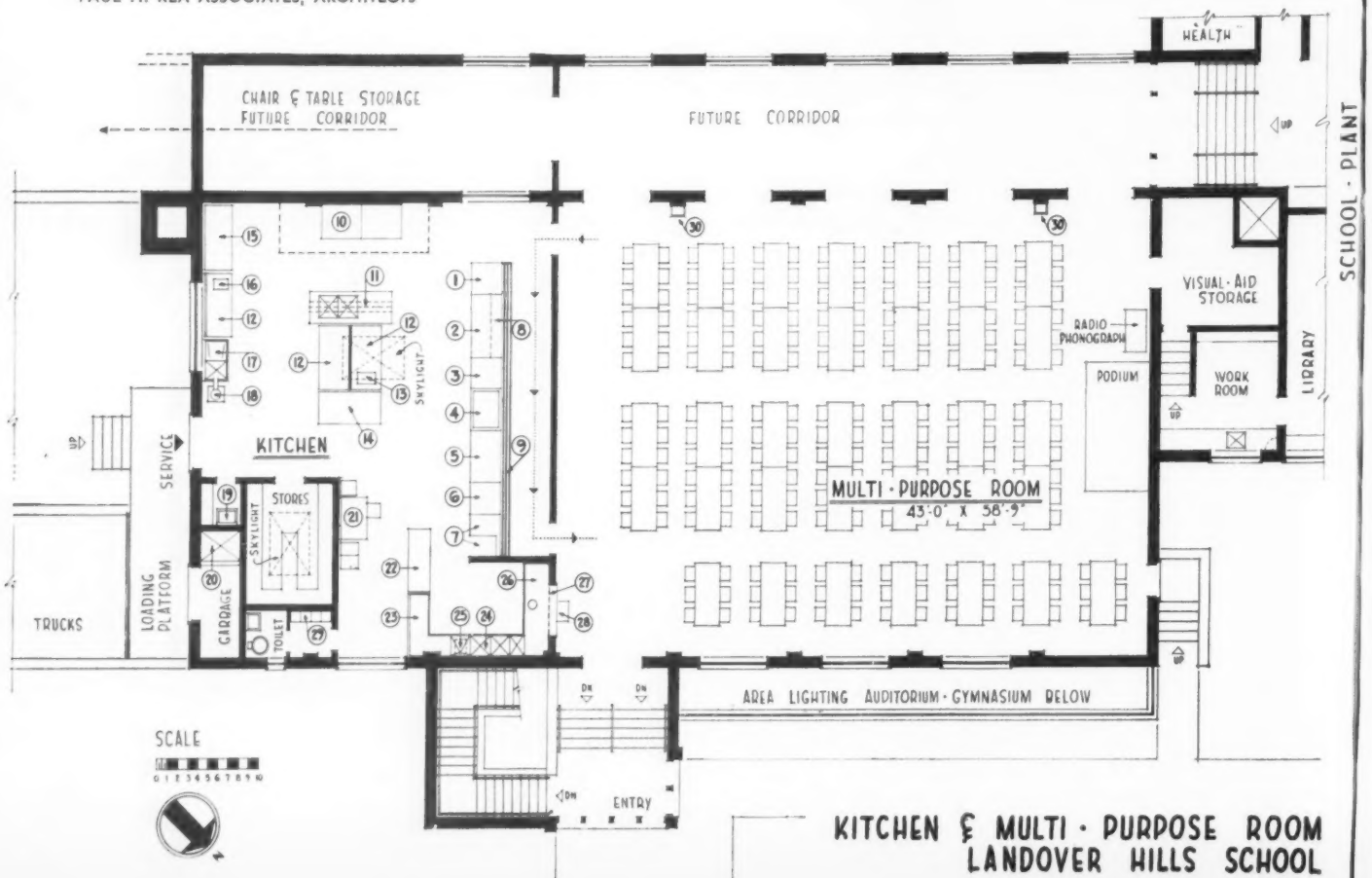
KEY TO FLOOR PLAN OF KITCHEN AND MULTIPURPOSE ROOM

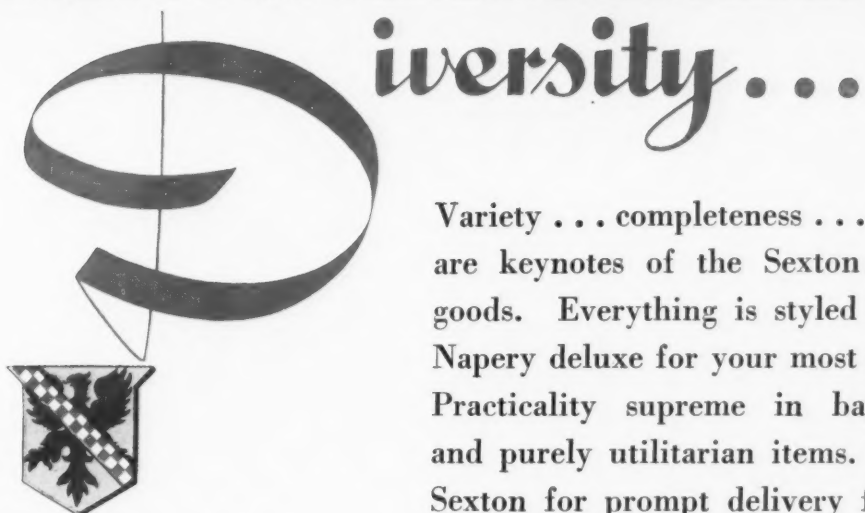
- | | | |
|---------------------------------|---|----------------------------|
| 1. Trays | 11. Cook's table with sink and pot rack | 20. Garbage can washer |
| 2. Hot food server | 12. Work table | 21. Dietitian's desk space |
| 3. Counter | 13. Slicer-grinder | 22. Closed-in dish storage |
| 4. Bottled milk cooler | 14. Auxiliary work table on casters | 23. Clean dish table |
| 5. Ice cream cabinet | 15. 45 cubic foot refrigerator | 24. Four-compartment sink |
| 6. Counter | 16. Mixer | 25. Heating element |
| 7. Cashier and silver | 17. Vegetable sink | 26. Soiled dish table |
| 8. Glass shelves | 18. Peeler | 27. Pass window and door |
| 9. Tray slide | 19. Janitor's sink | 28. Wood step |
| 10. Ranges and ventilating hood | | 29. Lockers |
| | | 30. Drinking fountain |

PAUL H. KEA ASSOCIATES, ARCHITECTS

THREE of Maryland's new elementary schools have been so planned that double use can be made of several rooms, according to Gertrude N. Bowie, Maryland state supervisor of the school lunch program.

In the Landover Hills school the preparation area is closed off from the dining area so that the latter may also be used for other activities.





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Colesville School at Silver Spring has no dining room; the pupils eat in their classrooms in as homelike an atmosphere as can be created.

The third school, Taneytown, uses its general purpose room as a dining room, as well as for many activities.

LANDOVER HILLS

The new Landover Hills Elementary School houses about 400 children.

All serving areas are inside the kitchen and are closed off from the dining area until meals are served. This makes it possible to keep food odors from the remainder of the building and also makes use of the dining room for activities more feasible.

Skylights are used in the preparation area for ventilation and lighting. There also is a skylight in the storeroom, because it was impossible to put windows in the room.

The screened garbage disposal area is sanitary and easily accessible from the kitchen. Trucks can back up to the loading platform, a fact that has facilitated delivery service. The storage room is near the loading platform.

COLESVILLE

Sometimes a dining room cannot be included in the plans for a school because the district cannot afford to build such a room or because the size of the school does not justify the addition.

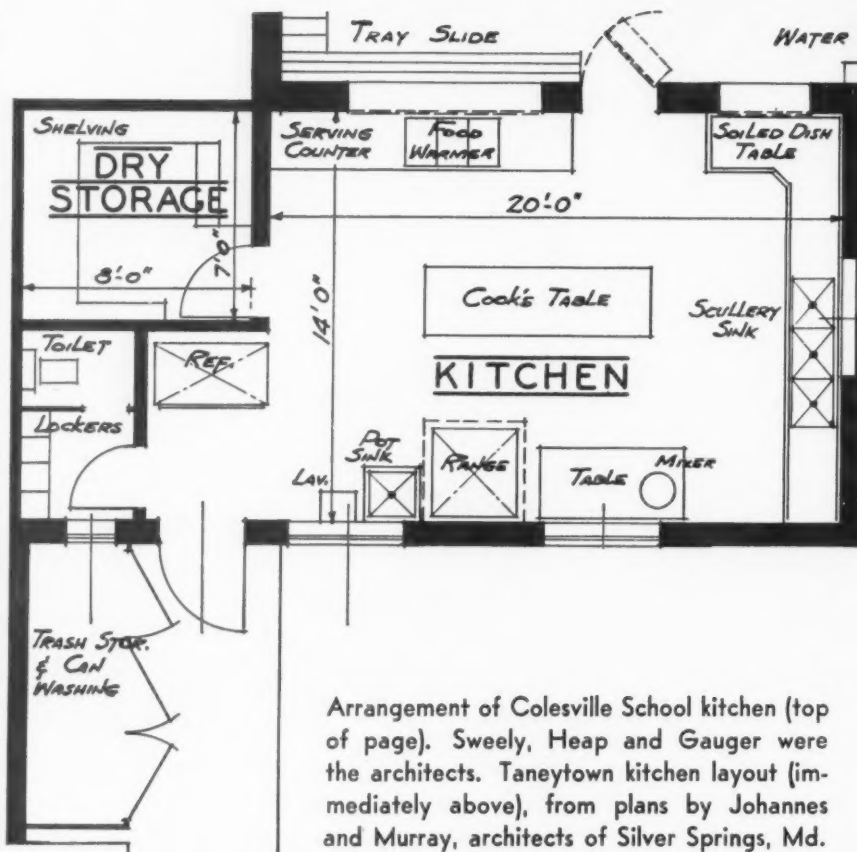
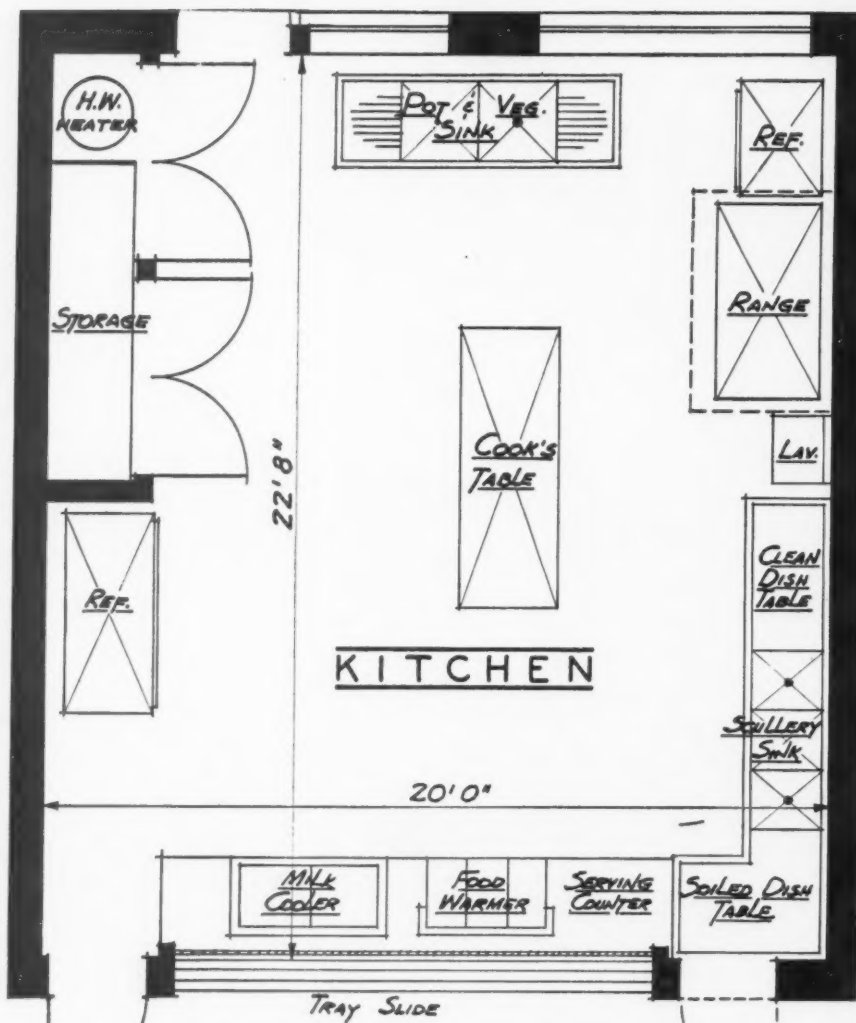
The Colesville School has six classrooms and an enrollment of 240. Because the pupils eat lunch in their classrooms, the entire building is screened.

The kitchen is well arranged and completely equipped. Cabinets provide for all the storage needs of a small school in a minimum of space; a cabinet even conceals the electric water heater.

The room may seem large for a school this size, but a kitchen is worthless if it is too small to accommodate the minimum equipment required for sanitary dishwashing, for adequate refrigeration, and for food preparation that will meet good health standards.

TANEYTOWN

The new elementary school at Taneytown illustrates the way in which a general purpose room can serve as a dining room in addition to being used for other purposes. The kitchen, which can be closed off completely, is fully equipped for serving the approximately 250 children enrolled in the school. Easy access to the dining areas is provided from the eight classrooms.



Arrangement of Colesville School kitchen (top of page). Sweely, Heap and Gauger were the architects. Taneytown kitchen layout (immediately above), from plans by Johannes and Murray, architects of Silver Springs, Md.

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"What I really like about the machine is the time it saves. Now I can get around to do *ALL* the jobs that need doing. It's easy because the machine moves so fast. And then, too, the brush attachment for scrubbing makes a big difference. They call it a *Shower-feed Brush*. It showers an even spray of soap solution onto the floor beneath the entire area of the brush. This provides a larger area of suds action . . . instantly. And this speeds up the scrubbing job.

"And the machine is so easy to operate that you don't get half as tired. That's because the HILD Machine is self-propelled and action-balanced.

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NEWS IN REVIEW

Law Provides for Loans for Preparing Building Plans

WASHINGTON, D.C. — Public bodies controlling tax supported schools and colleges are eligible for interest-free loans to prepare advance architectural and engineering plans for building projects under a new law signed by President Truman last month.

The legislation authorizes a nonfederal public works planning program for two years. The General Services Administration, which will administer the plan, received \$25,000,000 to begin immediately the work of drawing blueprints.

Applications for loans should be made to General Services Administration regional offices.

Purpose of the law is to assure a reserve shelf of planned public works in case an economic depression requires government pump-priming. For the time being, however, "the making of loans does not in any way commit Congress to undertake the construction of the public works planned with federal funds."

"Loans made under this act to any public agency must be repaid without interest if and when the construction of the public works is started," the law authorizing the planning program says.

"No loan will be made for any individual project unless it conforms to an over-all state, local or regional plan approved by state, local or regional authority."

Superintendents Lukewarm Toward Adult Education

WASHINGTON, D.C. — Less than half of 2500 school superintendents recently sampled believe that their public school systems should provide free adult education.

Ten per cent of the superintendents said flatly that the education of adults should not be the responsibility of the public schools at all. The remainder held in-between views—some saying that the school should provide only its plant and facilities; others, that the school should bear part of the cost.

The study, summarized by the U.S. Office of Education, also showed that a higher percentage of schoolmen in large communities favor free adult education than do superintendents in small communities.

Types of adult courses most frequently favored on a free basis are literacy instruction, Americanization, vocational and educational guidance services, new voter preparation programs, high school subjects, and child study.

Washington at a Glance

WASHINGTON, D.C. — The U.S. Department of Justice filed a brief with the Supreme Court attacking the 50 year old doctrine of "equal but separate" treatment of Negroes in state supported schools and colleges. The department says that separate facilities can never be equal. . . . The World Organization for the Teaching Profession now includes teacher organizations from 24 nations, representing 2,000,000 classroom teachers. Latest admitted to membership are India, Egypt, Finland, Burma and the Philippines.

Creation of a National Board of Education, independent of any government agency, is "among the first crucial needs in education today," says the Council of Chief State School Officers. . . . Bricks from the White House (also pieces of molding and bannisters) will become available to

colleges and universities as mementos. The Executive Mansion is being remodeled and some officials seem to think that school museums would like to have "authentic souvenirs" from the old White House. . . . Using a portion of the overseas teachers' relief fund, the N.E.A. will bring to this country 40 teachers from war devastated countries during the next 12 months.

Because the federal government will engage in large-scale buying of surplus foods next year to keep up farm prices, school lunch programs will have abundant free supplies of canned peaches, cheese, dried eggs, powdered milk, concentrated orange juice, applesauce and honey. . . . The U.S. Office of Education will release next month four readers for adults of low literacy level, prepared after three years of experimentation.

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CHECK YOUR SPACE REQUIREMENTS

ROWS	FLOOR SPACE		**HEIGHT
	IN USE	*CLOSED	
3	4 Ft. 9 In.	1 Ft. 8 3/4 In.	3 Ft. 0 In.
4	6 Ft. 7 In.	2 Ft. 0 3/4 In.	3 Ft. 9 In.
5	8 Ft. 5 In.	2 Ft. 3 1/2 In.	4 Ft. 6 In.
6	10 Ft. 3 In.	2 Ft. 6 3/4 In.	5 Ft. 3 In.
7	12 Ft. 1 In.	2 Ft. 10 1/4 In.	6 Ft. 0 In.
8	13 Ft. 11 In.	3 Ft. 1 1/8 In.	6 Ft. 9 In.
9	15 Ft. 9 In.	3 Ft. 5 In.	7 Ft. 6 In.
10	17 Ft. 7 In.	3 Ft. 8 3/8 In.	8 Ft. 3 In.
11	19 Ft. 5 In.	3 Ft. 11 3/4 In.	9 Ft. 0 In.
12	21 Ft. 3 In.	4 Ft. 3 1/8 In.	9 Ft. 9 In.
13	23 Ft. 1 In.	4 Ft. 6 3/8 In.	10 Ft. 6 In.
14	24 Ft. 11 In.	4 Ft. 9 7/8 In.	11 Ft. 3 In.
15	26 Ft. 9 In.	5 Ft. 1 1/4 In.	12 Ft. 0 In.
16	28 Ft. 7 In.	5 Ft. 4 5/8 In.	12 Ft. 9 In.
17	30 Ft. 5 In.	5 Ft. 8 In.	13 Ft. 6 In.
18	32 Ft. 3 In.	5 Ft. 11 3/8 In.	14 Ft. 3 In.
19	34 Ft. 1 In.	6 Ft. 2 3/4 In.	15 Ft. 0 In.
20	35 Ft. 11 In.	6 Ft. 6 1/8 In.	15 Ft. 9 In.

* Dimension includes 4 1/2 in. space between top seat and wall.
 ** Height in open position same as closed. For Bleachers higher than 20 Rows write for complete details and dimensions.

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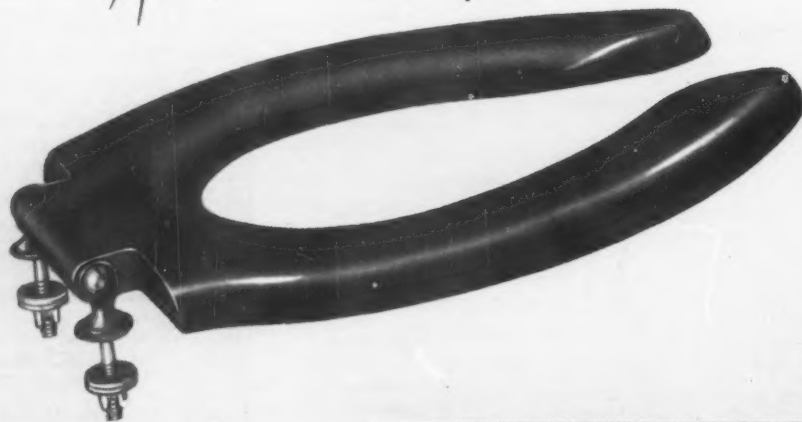
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NEWS...

F. R. Scherer Takes Office as A.S.B.O. President

ROCHESTER, N.Y. — Francis R. Scherer takes office January 1 as president of the Association of School Business Officials. He has been superintendent of school buildings for the Rochester Board of Education since 1933. He is



F. R. Scherer

in charge of the design, construction, operation and maintenance of the physical plant.

Mr. Scherer will preside at the 36th annual convention of the A.S.B.O. in Chicago, Sept. 25 to 28, 1950.

The new president was a practicing architect and engineer before he joined the administrative staff of the Rochester schools. He is a veteran of both world wars and is now active in the reserve corps as a colonel of ordnance.

He is a former president of the National Council on Schoolhouse Construction and of the National Advisory Council on School Building Problems. He is currently a member of the committee on educational buildings and equipment, American Council on Education. He also is chairman of the committee on safety to life, National Fire Protection Association.

The A.S.B.O. is sponsoring a series of research studies in plant maintenance and management. The executive committee will report at the Chicago meeting on a proposal for engaging the services of a paid executive secretary.

Congress Studies Federal College Scholarships

WASHINGTON, D.C. — Congress is beginning to study seriously the question of federal scholarships for college students.

Several members of the Senate education and labor committee have asked the Legislative Reference Service of the Library of Congress to sum up existing proposals for federal help to students. The list of proposals, prepared

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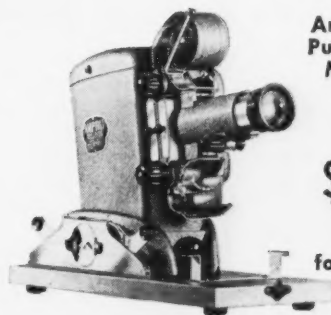
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Write for FREE Brochure giving full details and specifications on this budget-priced audio-visual aid... the great new Ampro "Stylist." Send 10c for informative audio-visual booklet, "A New Tool for Teaching."

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NEWS...

by Charles Quattelbaum, education expert for the Library, will be published next month as a Senate document under the title, "Federal Scholarship and Fellowship Programs and Other Government Aids to Students."

One section of the document will deal with state scholarship plans and another with foreign experiences in this field.

John Dale Russell, director of the Division of Higher Education of the Office of Education, has announced that

the Bureau of the Budget has approved a trial questionnaire to determine the number of scholarships and fellowships available at colleges and universities. The directory probably will be published toward the end of 1950.

Houston Bans Civics Textbook

HOUSTON, TEX. — The Houston Board of Education has banned the high school civics textbook "American Government" allegedly because its 1947 edi-

tion contains a paragraph saying that the United States has "strong socialistic and even communistic trends."

The book, written by Frank Magruder of Oregon State College, contains this passage:

"The United States is called a capitalistic country, but it does not have pure capitalism. It has capitalism subject to increasing government control as our manner of living becomes more complex. The country is capitalistic with strong socialistic and even communistic trends. The postal system, power projects, and progressive taxes are bits of socialism, and public free education and old-age assistance are examples of communism . . . to each according to his need."

Ewing Werlein, the board member who requested the ban, said, "When he [a child] reads about the post office, free education, and such things, he'll think they're good and he might think socialism and communism are good."

Only one member of the board, Mrs. Olon Rogers, voted against the ban. She said her vote did not mean she approved the paragraph but that she thought the board should at least read the rest of the chapter before taking action to throw the book out of the schools.

Houston's senior high school students will have to go on studying the book, at least temporarily, because no other texts are available. This year's classes already have studied the portion declared objectionable, Mr. Werlein said.

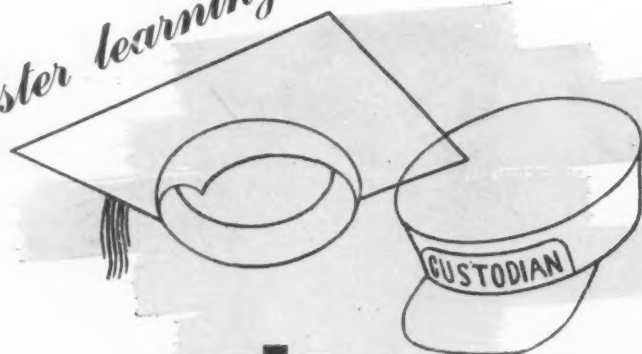
Oscar Ewing Says Federal Aid Doesn't Mean Federal Control

NEW YORK. — Arguments against federal aid to education on the ground that it might lead to federal control of education were called "pure poppycock" by Oscar R. Ewing, federal security administrator, when he spoke at the seventh annual forum of Christ Church, Methodist, here in October.

Control of education is reserved by the Constitution to state and local authorities, Mr. Ewing said. "It would take a constitutional amendment for Congress to control education — and such an amendment would have to be ratified by three-fourths of all the states."

He added that "every bill" dealing with such aid in the 81st Congress carried "explicit and comprehensive prohibition of any and every form of federal control, either direct or indirect, over education."

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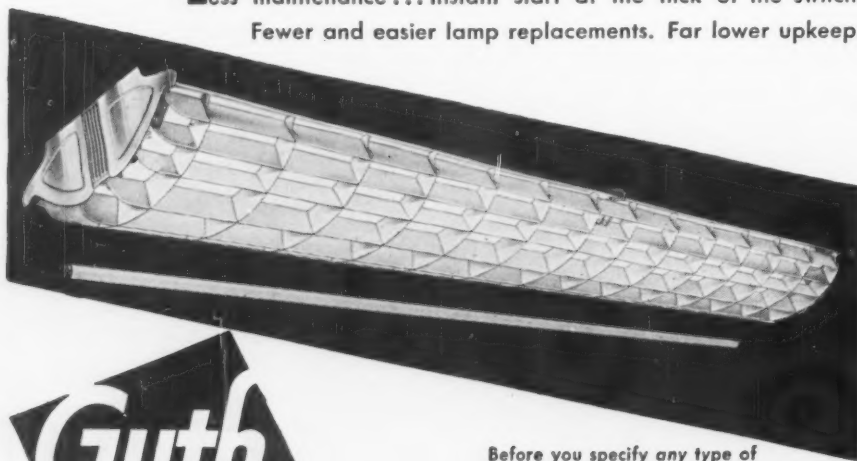
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In school they're *all* well off—sharing the same schooling and the best in school equipment.

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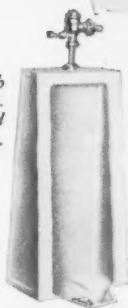
gives them what their parents have a right to expect—the same sanitation in school that they have at home. Crane lavatories, fountains, showers, urinals, closets—all are designed to safeguard student health.

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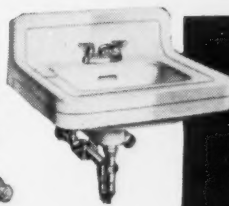
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CLEAN! Crane urinals flush thoroughly at regular intervals. Complete dependability proved through years of school usage.



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NEWS...

Hunt Tells Schools Committee Chicago Needs 31 Buildings

CHICAGO. — An aroused public opinion to help interpret the school building situation, "already acute and becoming more serious each day," is needed in Chicago, according to Herold C. Hunt, general superintendent of schools.

Dr. Hunt discussed the accomplishments and the needs of the school system at a luncheon sponsored by the Citizens Schools Committee of Chicago October 8.

"There are now more than 7500 pupils on half-day divisions, attending school only in the morning or in the afternoon," the Chicago superintendent said. "In some schools the entire membership from kindergarten through eighth grade is on double shift. To relieve the existing overcrowding in these areas alone would require 150 new classrooms at an approximate cost of \$6,500,000.

"Before these facilities could be constructed (if money and plans were ready

and a start could be made today) just as many more new rooms would be needed next year and for the next five years because the elementary school membership is going to increase 50,000 by 1954 over current 1949 figures. Most of these pupils will be from homes in the outlying sections of the city and will require new classrooms and seats to accommodate them. . . .

"Assuming that only half of the 50,000 new pupils will require new classrooms in the next five years, it means the erection of 625 rooms, the equivalent of 31 twenty-room school buildings. That cost would be at least \$50,000,000."

Dr. Hunt explained that the number of students in the Chicago schools is greater than the total population of such American cities as St. Paul, Indianapolis, Atlanta, Birmingham and Denver. "Providing safe, sanitary, equipped quarters for all the people of one of these cities is comparable to the problem of housing our public school pupils in Chicago."

Chicago's school buildings are getting old, the superintendent pointed out; 150 schools are more than 50 years old. "Many of these old buildings and their school districts could be consolidated by the erection of one new building near the center of a district and eliminating two or three of the obsolete and nonfireproof buildings. . . . About 17 new buildings at this time would go far toward reducing the number of outmoded schoolhouses Chicago is now using and would greatly reduce operating and maintenance costs."

Additional schools for handicapped children and for vocational education are urgently needed, according to Dr. Hunt. Also necessary are additions to and rehabilitation of many existing school buildings and the replacement of much obsolete equipment.

In pointing out accomplishments of the school system, Dr. Hunt said that most of the classes in the Chicago school system are now taught by fully qualified, regularly assigned teachers—94 per cent in the kindergarten-primary grades, 99.1 per cent in the intermediate and upper grades, and 98 per cent in the high schools.

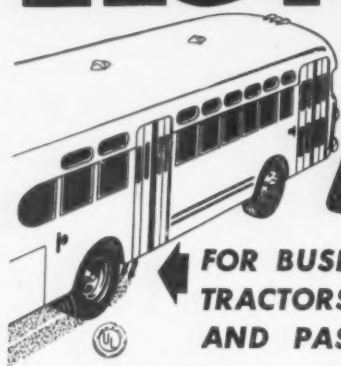
He also reported that class sizes have been reduced, a new health program has been started, and a technical committee has made notable progress in mapping a program of intercultural relations for the schools.

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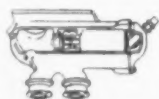
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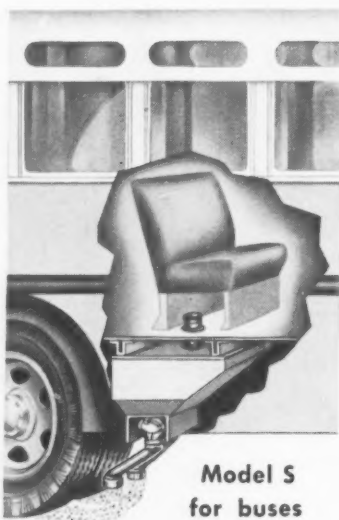


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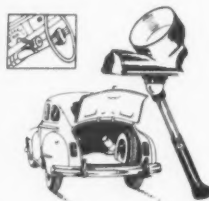
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The puppet that taught school

George, a versatile hand puppet, came to school one day with a bright idea. After showing how much he liked orange juice, he urged all the children to try some. And that's how the mid-afternoon fruit juice program started at Dryden-Freeville Central School in Dryden, New York. The next day George returned with a spot on his suit. That was a cue for both puppet and children to learn the proper use of paper napkins. Under his amusing tutelage the youngsters learned many valuable lessons in nutrition and table manners.

Using basic materials and ideas supplied through General Mills "Program of Assistance in Nutrition and Health Education," teachers the country over are constantly devising dramatic ways like this to increase their pupils' interest in good eating habits. General Mills has become a kind of central exchange for these ideas. If you have devised a simple and effective way to encourage your children to improve their diets, you can share it with other teachers by writing to General Mills.

If you would like help in setting up nutrition study in your class, within your existing curriculum, write to: Education Section, Public Services Dept., General Mills, Inc., Minneapolis 1, Minn.

IS NUTRITION TRAINING REALLY NECESSARY?

To discover the answer to this question—from April '45 to June '48—29,475 pupils from 33 states were surveyed by General Mills. Actually, *more than 3 out of 5* of these children were found to be *in need of diet improvement*.

Classification of diets by regions

Southwest	24%		53%
Centr. Midwest	27%		34%
Mtn. & Pacific	37%		33%
Southeast	37%		37%
Northwest	41%		31%
Upper Midwest	42%		30%

KEY
GOOD FAIR POOR



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NEWS...

I. O. Friswold Heads Council on Schoolhouse Construction

INDIANAPOLIS, IND. — I. O. Friswold, director of buildings and business administration, Minnesota State Department of Education, was named president of the National Council on Schoolhouse Construction at its 26th annual meeting here October 13 to 15. He succeeds J. L. Graham, director of administration and finance for the Florida State Department of Education.

Succeeding Mr. Friswold as vice president is A. M. Proctor, professor of education and director of summer session, Duke University, Durham, N.C.

W. D. McClurkin, professor of school administration, George Peabody College for Teachers, Nashville, Tenn., was reelected secretary-treasurer.

The new member of the executive committee is Arthur E. Chapman, supervisor of school buildings, Virginia State Board of Education.

The president was authorized to appoint a committee to study the recent A.I.A. pronouncement of the architect's function in the over-all study of school

building problems. With the consent of the A.I.A. committee on school buildings, the council committee is to work in liaison to explore the proper spheres of activities for each organization.

A report is to be made at the next meeting of the council as to whether there are basic differences in policy or whether there is agreement between the organizations as to the proper rôles of the architect and the professional educator in school building planning.

Credit to Owen Webber, Inc.

The name of Owen Webber, Inc., consultant on the plans for the new cafeteria building of Lower Merion School District, Ardmore, Pa., was inadvertently omitted when a description of the building was published in the October portfolio on "Facilities for Feeding."

Cost of Attending Summer School Probably Deductible on Income Tax

WASHINGTON, D.C. — A teacher probably may deduct from his income tax the cost of attending summer school, if such attendance is required by state

law and if satisfactory evidence is presented, according to the September 23 "New Developments," a federal tax guide report issued by Commerce Clearing House, Inc.

The report said, "Even if a teacher has an alternative to attending school, if it is proved that taking additional schooling is the ordinary method pursued, the deduction may still be allowed provided the law requires an alternative and leaves it to the teacher's discretion to choose."

"On the authority of I.T. 3380, permitting deduction of traveling expenses required by the board of education during sabbatical leave, it would seem that, at least where a teacher or administrator is paid on a 12 months' basis, expenses incurred in taking courses required by the board would be deductible. Also, where a teacher's salary runs for less than a year and where contracts are signed at the end of the school year for the following year, expenses of taking required courses would be deductible."

However, present regulations do not allow "deduction of the expenses of taking special courses or training or the expenses incurred in placing oneself in a position to begin rendering personal services for compensation," according to the report.

Teachers may deduct "dues paid to professional societies, the price of subscriptions for educational journals connected with the profession, and the expenses of traveling, meals and lodging incurred in attending teachers' conventions in this country if they are not reimbursed," the report explained.

"These expenses are considered as ordinary and necessary business expenses, and records of such expenditures must be kept to substantiate the deductions claimed."

Conference Makes Plans for Better Driver Education

JACKSON'S MILL, W.VA. — Representatives from 45 states met here October 2 to 5 to plan more effective methods of organizing, administering and teaching automobile driving.

The conference opposed legislation requiring schools to offer driver education. It urged that money to support such courses should not be earmarked and should come from the same sources as the funds provided for support of the whole educational program.

Behind-the-wheel instruction was recommended as an essential of driver



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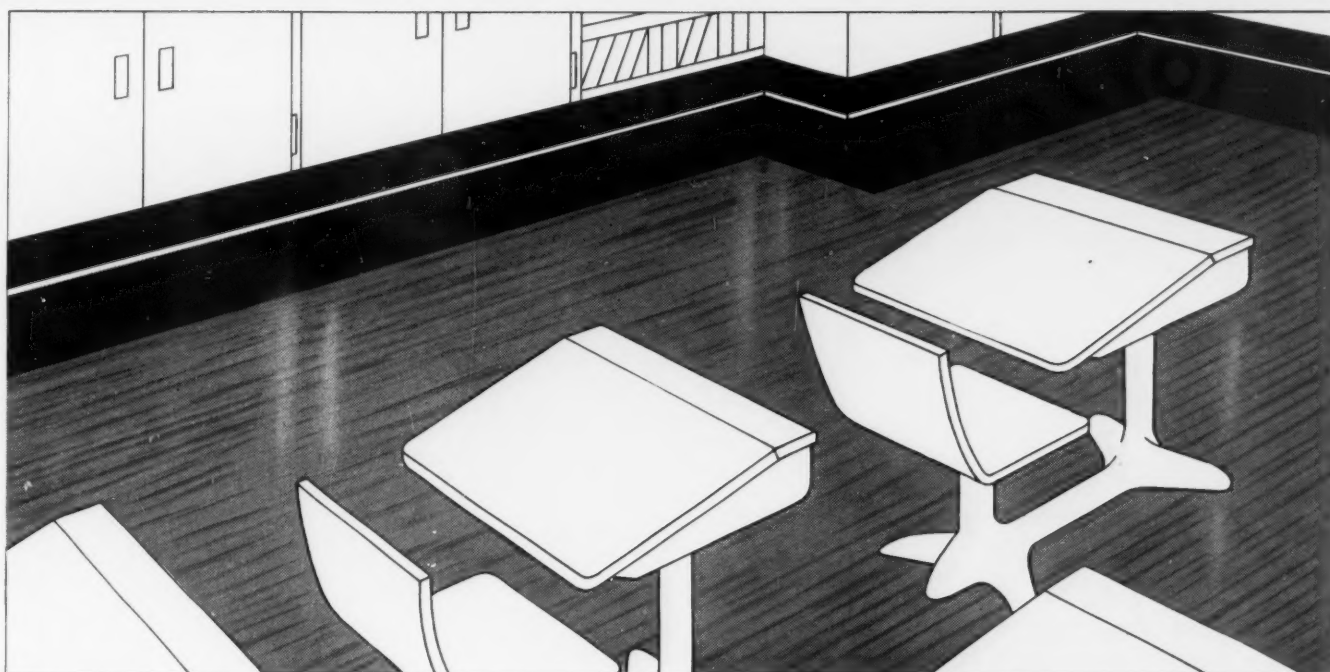
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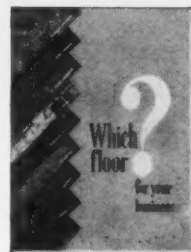
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NEWS...

training, but representatives from several states reported that their courses with classroom instruction only are successful.

It was agreed that school systems should identify the donor of automobiles used with the driver education program, but there should be no commercial advertising on such automobiles.

Wayne O. Reed, Nebraska state superintendent of schools and chairman of the conference, presented a survey of nationwide practices in driver prepara-

tion. He said that 4346 high schools in the United States offer courses in driver instruction, including both classroom work and practice behind the wheel. An additional 3000 offer driver instruction with classroom work only.

Manual Suggests Activities for Youngsters

NEW YORK. — The New York City Board of Education, after years of experimentation, has issued a new 242 page manual of physical exercises and

activities designed to permit elementary grade youngsters to express their "inner feelings, angers, sorrows, joys and tensions."

The manual points out that 6 year old children are "almost in constant motion and cannot be expected to sit quietly except for very short periods"; 9 year olds "will jump rope or run to the point of exhaustion," and 10 to 12 year olds "hate to break away from play for any reason."

Swinging, hanging, jumping and climbing are manifestations of biological urges, the manual says, and should be emphasized because city children find it difficult "to satisfy these urges."

University Drops Program for One-Room Teachers

CARBONDALE, ILL.—Southern Illinois University is discontinuing a 30 year program of training teachers for one-room rural schools because of a lack of interest in the field. Only two students were enrolled in the program last year, although at one time hundreds of students were enrolled in it, according to Ted R. Ragsdale, director of student teaching.

Architectural Magazine Advocates One-Story Schools

NEW YORK. — One-story schools are feasible everywhere, in large cities as well as in small towns, according to the October issue of *Architectural Forum*.

Even on the most expensive land New York City ever contemplated buying for a school site, it could save at least \$100,000 by building a 10 classroom one-story school rather than a 10 classroom two-story school, the magazine said. "If the one-story school buildings were kept small, sites of the necessary size would be much easier to find than the large sites required for the massive two and three-story buildings now being built."

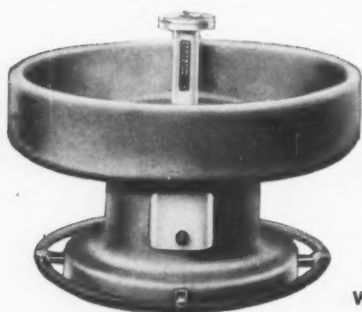
One-story schools, it was explained, do not need to be fireproof, although if they are properly planned they offer "far more real protection to children than the massive 'fireproof' buildings now going up in New York." They also eliminate the need for stairways, stair halls, duplicated toilets, and extra exits.

In addition, the magazine contended, "the small elementary school, of light construction intended for 25 to 30 years of use, would meet the changing pattern of community need much better than the heavy buildings whose physical

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13

NEWS...

life span of 50 years will probably far outlast their useful life."

The publication cited a study made by a committee headed by James Marshall, a member of the New York City Board of Education, which pointed out that the peak school enrollment occurs some 10 to 12 years after a big housing development is finished. In another 10 years, school enrollment in the development probably will be down from one-third to one-half.

"The pitifully inadequate supply of taxpayers' dollars is, in most big U.S. cities, being spent for the wrong kind of schools," the magazine asserted, and "today's average school is an extravagant monument to a dead past."

In commenting editorially upon the magazine article, the *New York Times* said: "It seems to us that the city administration and the board of education have to ask themselves the fundamental question whether, with present policy, they are going to be able to meet the classroom space emergency year by year as it develops, both in the time element and in the funds needed. If not, then there is no excuse for failing to make full use of the expendable, the pre-fab, the temporary, or the 'light construction' school building."

The *New York Sun* said: "There are some sections of our city where, if buildings were limited to units of 300 pupils, it would be necessary to erect a school on every other block or so. Obviously the city could afford no such site buying program unless, as was remarked by one member of the board of education, we were to fill in the Hudson River—and who wants to do that?"

Rural Superintendents Report Professional Growth

MEMPHIS, TENN. — The complete professionalization of the county superintendency, principally through pre-service and in-service training, was declared the first step toward important progress in rural education at the fourth national conference of County and Rural Area Superintendents of Schools here October 10 to 12.

The conference emphasized the necessity for improvement of educational opportunity for the 48 per cent of American children who live in farm and village neighborhoods.

W. A. Early, superintendent at Arlington, Va., and president of the conference, said: "Children must take their



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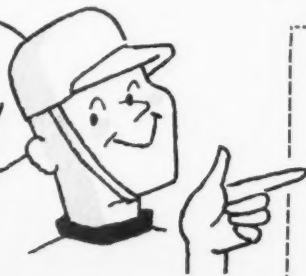
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places in tomorrow's society, not yesterday's. It is more important that we have people able to adjust to a democratic society than it is that they should be facile in the use of the three R's. Almost any man can teach himself the latter."

Academic qualifications of county superintendents are increasing, according to Michael S. Kies, superintendent, Milwaukee County, Wisconsin, and president-elect of the conference. "We will see elected superintendents — at

least those elected on a partisan ticket— gradually displaced by superintendents appointed because of professional qualifications," he said.

Better prepared teachers also are essential to improved rural education, the conference decided. A third important step is the adaptation of the curriculum to the changing needs of rural education.

The rural school executives called for continued progress in the reorganization of administrative units. The con-

ference was told that within two years the number of school districts in Illinois has decreased from 12,000 to 4000.

Conference discussion groups advocated community advisory councils to cooperate with the profession in determining the education locally needed.

Among the speakers who stressed the necessity for cooperation between the educational profession and the public in improving the schools was Henry Toy Jr., executive director of the National Citizens Commission for the Public Schools.

The conference opened with a tribute to Howard A. Dawson, executive secretary, Department of Rural Education of the N.E.A.

Officers elected at the conference were first vice president Mrs. Marjorie Leinauer, DeKalb County, Illinois; second vice president, Sampson Smith, Somerset County, New Jersey, and members of the executive committee, J. B. Sullivan, Lincoln County, Ohio, and George C. Beery, Franklin County, Ohio. The new president, Mr. Kies, was elected last spring.

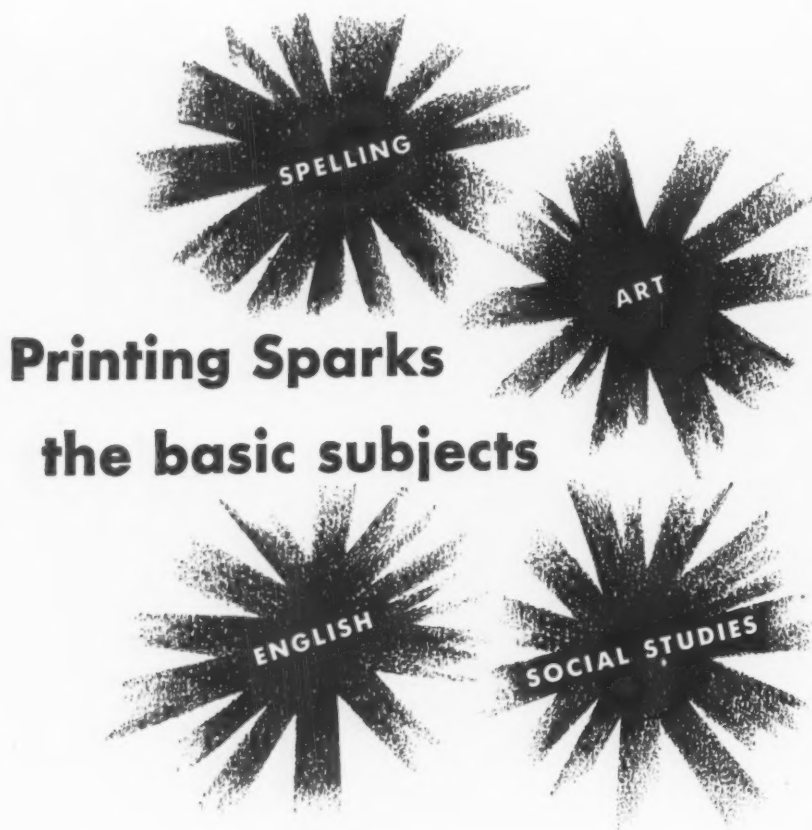
Next year's conference will be held in Columbus, Ohio, in October.

Adult Education Conference Recommends Action Program

CLEVELAND. — Action needed to build and strengthen adult education was stressed at the annual conference of the N.E.A. Department of Adult Education in Cleveland October 24 to 27. Educators from 29 states and Canada participated in the conference.

A nine-point program was recommended by the conference to the department. These recommendations urged (1) support and exploration of the field of education for older people; (2) emphasis on adult education as an integral part of the public school program; (3) aid in providing training in all areas of informal educational and community leadership; (4) promotion and development of community councils; (5) research in the area of community organizations; (6) preparation of a handbook on case studies in community organization; (7) intensified cooperative relationships with the UNESCO program; (8) promotion of cooperation between social science research workers and adult educators, and (9) research in parent education.

Mark C. Schinnerer, Cleveland superintendent, listed three problems he said should command the attention of adult



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NEWS...

educators. He asserted that "we must put new vigor into the nation's family life; we must equip men to get, hold and enjoy their jobs; we must reach a new and higher level of political literacy, principally through free inquiry and free discussion. Our democracy must either find the solutions or face dissolution."

Homer Kempfer, specialist for general adult education and post high school education for the U.S. Office of Education, reported on findings in a

national survey conducted among school superintendents in communities of 2500 or more. Of the more than 2000 superintendents who replied, he said, nearly one-half think that educational activities for adults and out-of-school youth should be entirely free or free except for a nominal registration fee.

Committees have been appointed by the N.E.A. Department of Adult Education and the American Association of Adult Education to study the possibility of forming one organization in the en-

tire field of adult education in the United States.

Record of 81st Congress on Education Bills

WASHINGTON, D.C. — Here is the record of the first session of the 81st Congress as it affected legislation in which educators have an interest. Enacted were the following measures:

1. Requirement that applicants for fellowships with the Atomic Energy Commission be investigated by the F.B.I.

2. Aid to Chinese students now in American universities who find themselves in financial need because of the defeat of Nationalist forces in China.

3. Permanent surplus property program for schools and colleges, authorizing donations from military and civilian federal agencies.

4. Advance planning of nonfederal public works.

5. Resolution rejecting the President's proposal to create a welfare department which was to include the Office of Education as one of the subordinate units.

6. Exchange of Finnish students and teachers to be financed with balance of Finnish World War I debt of \$13,400,000.

The Senate passed bills authorizing aid to medical education and the health professions, creating a National Science Foundation, and softening the Veterans Administration Instruction 1-A on a veteran's right to choose and change courses of study. The House will consider these three measures at the next session of Congress. Also awaiting House action are the Senate passed Thomas-Taft bill for federal aid to public schools and bills for aid for school health services and for public school construction.

In one of the most decisive votes of the session, the House broadened the social security program to include educational workers. The Senate is expected to conduct intensive hearings next year before agreeing with the House vote.

Carried over for the next session also were bills authorizing loans for construction of college housing, creating labor extension services, financing public library demonstrations, and beginning worldwide sharing of technical skill and knowledge with underdeveloped countries, as proposed by President Truman's Point 4 Plan.

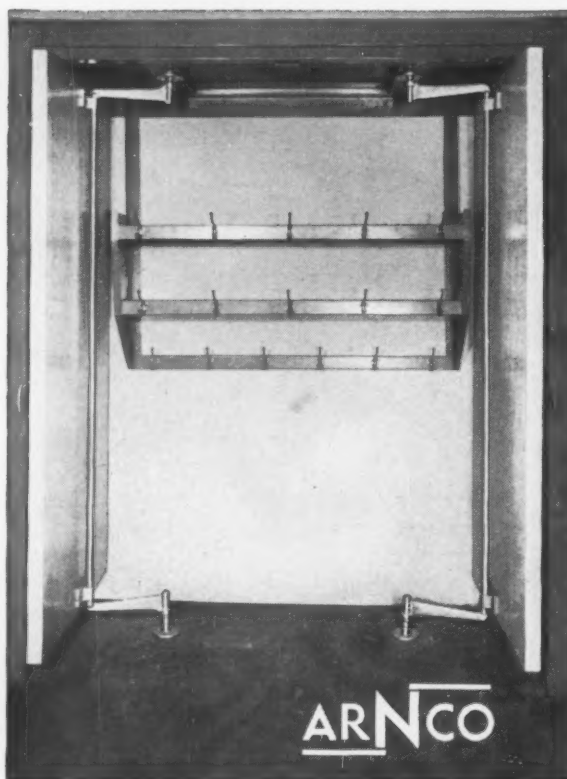
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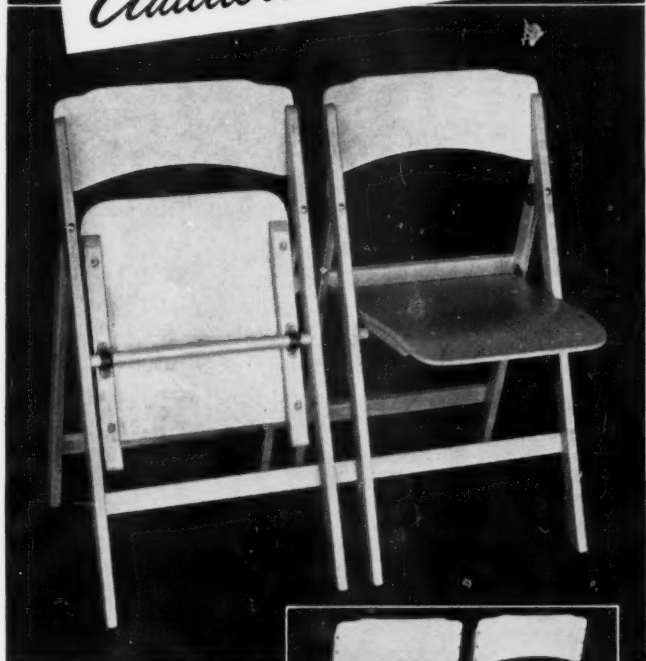
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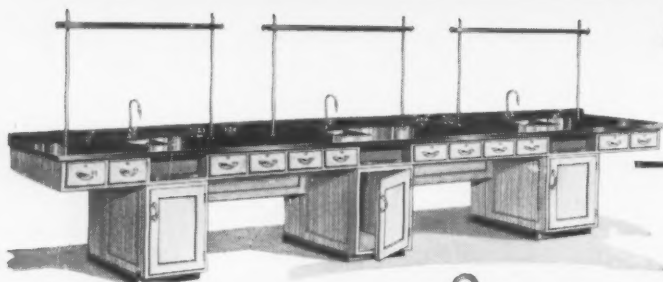
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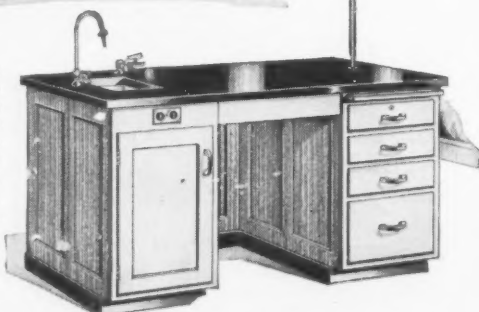
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NEWS...

Intelligence Test Devised for Handicapped Children

NEW ORLEANS. — A picture vocabulary test to examine intelligence of children who are verbally or muscularly handicapped has been developed by psychologists.

The test was originated by Dr. Robert Ammons, assistant professor of psychology in Tulane University's college of arts and science, and Helen S. Ammons, a candidate for her doctor's degree in clinical psychology at Tulane.

Dr. Ammons explained that the test is easy to take, simple to give and lasts only 10 or 15 minutes, all definite advantages over standard vocabulary tests which take time, require special training for examiners and often frustrate examinees.

The test is composed of 16 plates, each with four line drawings, which picture a wide variety of subject matter. The examinee indicates in some way (by speaking, pointing, winking, nodding or grunting) which of the drawings best illustrates a given word. Words on a card are given until three are passed consecutively or failed and until all 16 have been given.

The questions are scaled according to the age of the examinee. A child would indicate a picture of a head-on collision at the word "accident" and an adult at the word "negligence." A child would indicate the picture of a child in tears as "crying" and an adult as "lachrymation."

In most cases verbally and muscularly handicapped children are unable to express themselves. Because of this, other vocabulary tests do not draw a true picture of such children's mental capacities, Dr. Ammons explained. His test will eliminate the injustice of treating children as moronic or idiotic because of these handicaps.

Several hundred words were pretested and 226 were decided upon and were given by the Ammonses as part of their research last year. Research involved 480 white children, 120 white adults, 80 Spanish-American children, and eight Negro children. The children were representative with respect to sex, age-grade placement, and occupation of parents. Adults were representative with respect to age and occupation.

Test scores are determined by a master "norm key." Number of passes for all cards are totaled and the equivalent mental age is read from the list of norms which have been based on 589 repre-



Movable walls for classrooms

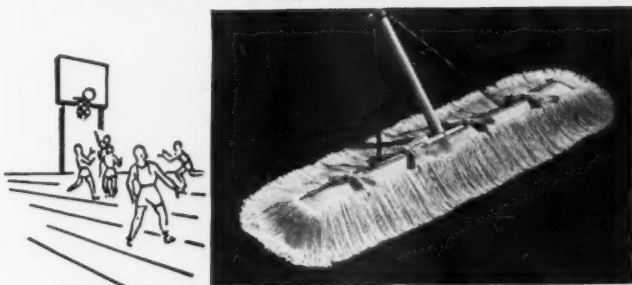
Here, Modernfold is used to divide the lecture room from the laboratory. These accordion-type doors are just as effective for other room division purposes. They are walls but movable ones! Closed, they assure absolute privacy; folded against the wall, the entire area is consolidated. The beautiful, washable fabric covering conceals a sturdy metal frame. Write for full details—and ask also how smaller Modernfolds save space for all types of interior openings.

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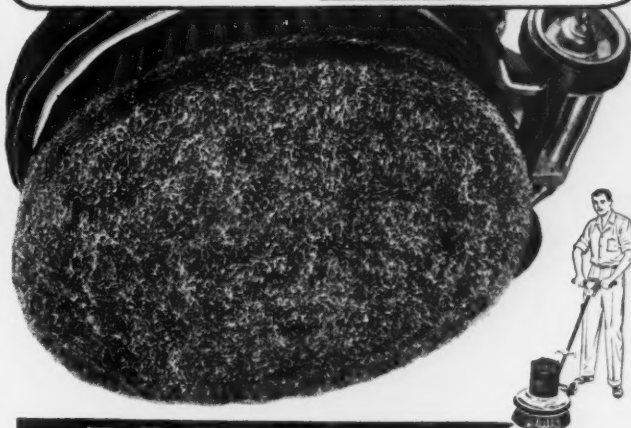
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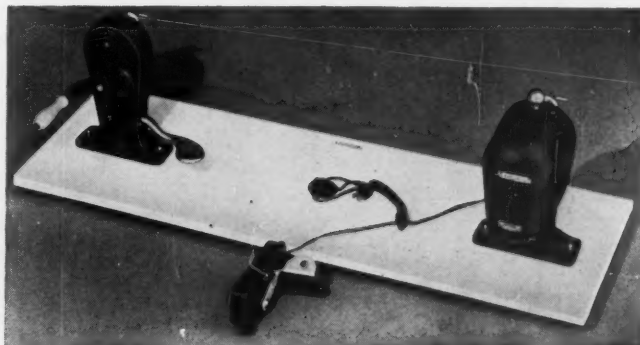
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NEWS...

sentative testing cases, ranging from 2 year olds to adults. A normal grade for a child of 7 would be 29. The perfect score for an adult would be 85, which, Dr. Ammons said, would occur in one adult out of 200 or 300 cases.

Because the examination is fun for the children, easy and quickly administered, the Tulane psychologists have found that it has almost eliminated tiredness, boredom, tenseness and frustration, especially with handicapped children. In many vocabulary tests these

children become aware of their past failures or are afraid of being laughed at. As a result they become emotionally upset, which hinders the examiner in getting their true mental capacities.

\$50,000,000 Gift Refused by College

NATCHEZ, MISS. — Jefferson Military College was announced as the recipient recently of \$50,000,000 for its endowment fund from George W. Armstrong Sr., provided it agreed to some

"racial superiority" restrictions set by the donor.

The board of trustees refused to accept the restrictions of the gift, whereupon the donor withdrew his offer. Allen J. Armstrong, son of the donor and business manager of the 147 year old military prep school, announced he would resign as a result of the negative vote of the trustees in regard to the endowment gift.

The National Conference of Christians and Jews telegraphed congratulations to the school board of trustees, saying in part:

"You have the profound gratitude of the people of our country for refusing to prostitute your college and make it a propaganda center. Thank God American colleges and universities are not for sale."

Combined Audio-Visual Groups Choose New Name

EVANSTON, ILL. — National Audio-Visual Association is the new name of the combined National Association of Visual Education Dealers and the Allied Non-Theatrical Film Association, according to E. E. Carter, president of the association. The new name was approved by a 70 per cent majority of voting members of the associations, which were merged early in 1949.

Mr. Carter explained that the new name gives the association a title which is more adequately descriptive of the enlarged scope of the organization and its membership.

Headquarters of the association will continue to be in Evanston, Ill. Don White is executive secretary.

U.S. to Spend \$60,000,000,000 for Veterans' Education

WASHINGTON, D.C. — The federal government will eventually spend \$60,000,000,000 for the education of veterans, Carl Gray, V.A. administrator, said.

So far only \$8,000,000,000 has been spent.

Administrator Gray also said that the education of veterans is assuring for the future "a steady stream of veterans' children toward schools and colleges, because no veteran who tasted the benefits of college education or training will want his child to be without them."

In an over-all look at veterans' education Mr. Gray added that veterans are studying in 66 foreign countries, "bringing a little bit of America to all the world's far-away places."

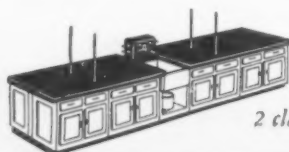


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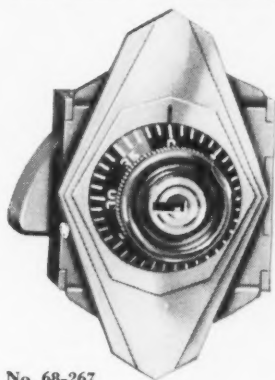
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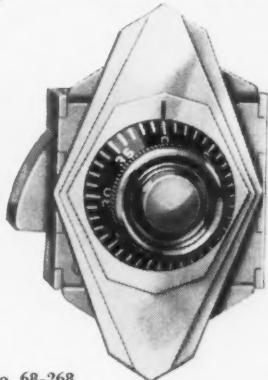
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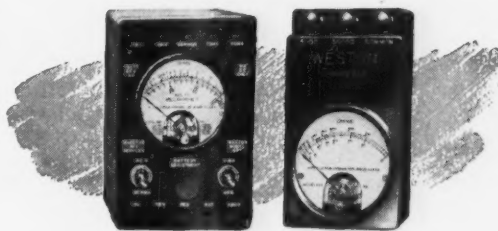


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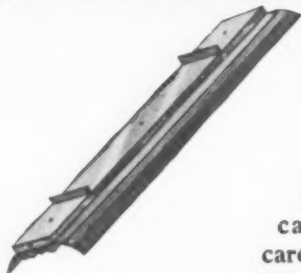
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Instruments

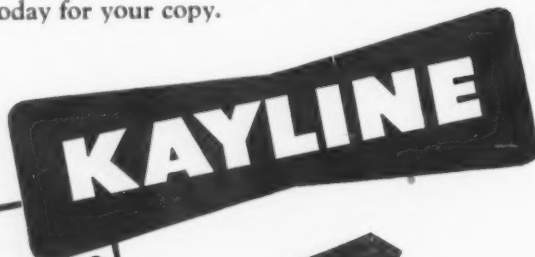
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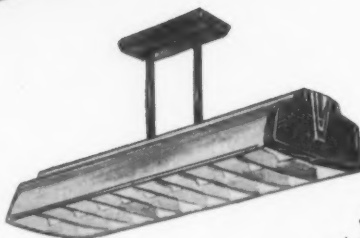


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COMING EVENTS

NOVEMBER

24-26. National Council for the Social Studies, Baltimore.

28-30. Fall meeting, National Association of Secretaries of State Teachers Associations, Clearwater, Fla.

28-30. Great Lakes Conference on Rural Life and Education, University of Michigan, Ann Arbor.

DECEMBER

6-10. National Council of Chief State School Officers, Biloxi, Miss.

27-30. American Association for the Advancement of Science, New York City.

28-30. National Business Teachers Association, Chicago.

JANUARY

23-27. Southwest Air Conditioning Exposition of the International Heating and Ventilating Exposition, Dallas, Tex.

FEBRUARY

12-15. Association for Supervision and Curriculum Development, N.E.A., Denver.

15-19. American Camping Association, St. Louis.

18-22. National Association of Secondary-School Principals, Kansas City, Mo.

23-25. American Association of Colleges for Teacher Education, Atlantic City, N.J.

25-Mar. 2. American Association of School Administrators, annual meeting, Atlantic City, N.J.

27-Mar. 1. N.E.A. Department of Rural Education, Atlantic City, N.J.

MARCH

18-23. Music Educators National Conference, biennial convention, St. Louis.

APRIL

14. Pan American Day.

17-20. National Conference on Higher Education, N.E.A. Department of Higher Education, Chicago.

27-29. Midwest Regional Conference on Rural Life and Education, State Teachers College, Minot, N.D.

MAY

22-24. Fifth National Conference on Citizenship, Washington, D.C.

22-24. National Congress of Parents and Teachers, Long Beach, Calif.

JUNE

19-22. National Association of Student Councils, West High School, Denver.

JULY

2-7. National Education Association, St. Louis.

24-Aug. 18. N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

30-Aug. 2. National Audio-Visual Association, Chicago.

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NEWS...

Mass Illiteracy Brings Worldwide Waste and Suffering

WASHINGTON, D.C.—Shortage of educational opportunities ranks with lack of food and shelter as a most critical need in Europe and Asia, according to Althea K. Hottel, national president of the American Association of University Women, who recently made a tour of the world.

"Mass illiteracy goes hand in hand with starvation and disease in India and in the Middle East," Dr. Hottel said.

"In Calcutta alone there are 2,000,000 people sleeping in the streets because they have no other shelter.

"While the theory of compulsory education has been accepted in governmental circles of most countries and written into law, it is impossible to provide for rudimentary education where teachers, textbooks and school buildings are lacking."

Even in the more highly developed European countries, educational reconstruction is hampered by a shortage of

teachers and of the physical facilities needed for schools and colleges, Dr. Hottel pointed out.

"A dearth of technical and scientific knowledge is back of the fact that most of the farming in the Middle East is still done with pre-Biblical instruments. One still sees plowing done with a stick.

"There is waste of natural resources. This stems from lack of knowledge," Dr. Hottel said. "There must be a development of technical skills before land and other natural resources can be made to provide for the huge populations of the East."

Half of Rural Teachers in Pennsylvania College Graduates

HARRISBURG, PA.—Half (50.3 per cent) of the 28,007 teachers in rural areas in Pennsylvania are college graduates, according to a report on the professional status of teachers in that state's public schools for the school year 1948-49.

In first class school districts 54.3 per cent of all teachers employed are college graduates; in second class school districts, 66.5 per cent are college graduates; in third class school districts, 66.4 per cent are college graduates, and in fourth class school districts and those third class school districts under the supervision of the county superintendent, 50.3 per cent are college graduates.

Henry Klonower, director of teacher education and certification, commented, "The last figure is particularly interesting for it means that despite all the difficulties which the smaller school districts encounter in the matter of securing suitable qualified teachers, there has been a steady increase in the number of college graduates employed in the rural areas; in other words, of the 28,007 teachers supervised by county superintendents, 50.3 per cent, or 14,093, of the teachers are college graduates."

Catalog Lists Government Films

WASHINGTON, D.C.—A 1949 catalog, "U.S. Government Films for School and Industry," describes 1964 motion pictures and filmstrips of the federal government which have been released to the public for noncommercial, educational use.

Copies of the catalog may be obtained without charge from the Office of Education, Federal Security Agency, Washington 25, D.C.

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Hard Maple top. Comes in new Sun
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NAMES IN THE NEWS

SUPERINTENDENTS . . .

L. Vernon Greenleaf is now superintendent of the Lassen Union High School and Junior College District, Susanville, Calif. He succeeds **Gilbert A. Collyer**, who has been named director of the new junior college to be established at Redding, Calif.

A. A. Luther, former superintendent at Scarville, Iowa, is now superintendent at Ledyard, Iowa.

Paul Morris has resigned as basketball coach at Waxahachie, Tex., to become

superintendent of Forreton Independent School District, Forreton, Tex. He succeeds **S. H. Fletcher**, now high school principal at Mesquite, Tex.

Joseph C. Rice, superintendent at Frankfort, Ind., since 1946, has resigned to accept a similar position at Elkhart, Ind. His successor at Frankfort is **Samuel M. Woodruff**, principal of Frankfort High School since 1946.

Wiley K. Peterson was elected to the superintendency at Hermosa Beach, Calif., exchanging positions with **J.**

Hampton Watts, who succeeded Mr. Peterson as superintendent at Maricopa, Calif.

Frank R. Wassung, superintendent at Garden City, N.Y., has been granted a leave of absence until January to participate in the program of the Institute of Educational Leadership sponsored by General MacArthur's headquarters in Japan.

William C. Gaige is the new superintendent of the Claremont unified schools, Claremont, Calif., succeeding **Earl Thompson**, who retired.

R. C. Anderson, superintendent at Madison, Neb., and **Earl W. Wiltse**, superintendent at Grand Island, Neb., have been named members of the Nebraska state school district reorganization committee. **Wayne O. Reed**, state superintendent of public instruction, is designated by law as a member of the board and will serve as secretary. The other three members are lay persons. Duties of the committee were described in "Progress or Else—in Nebraska" published in the November issue of *THE NATION'S SCHOOLS*.

Lawrence White, formerly with the California State Department of Education, is now superintendent at San Gabriel, Calif.

Dwight H. Rich, superintendent at Lansing, has been elected president of the Michigan Association of School Administrators. Other new officers are: vice president, **Elwyn F. Bodley**, superintendent at Bronson, and executive committee member, **Charles B. Park**, superintendent at Bay City.

Earl W. Wiltse, superintendent at Grand Island, is the president of the Nebraska Cooperative School Study Council, which held its first meeting in October. Other officers are: vice president, **C. L. Gangwish**, superintendent, Juniata; secretary-treasurer, **James H. Pelley**, associate superintendent of schools, Lincoln. Members of the executive committee are **Galen Saylor**, Teachers College, University of Nebraska; **Leo P. Black**, director of curriculum, state department of public instruction; and **Supts. E. G. Lightbody**, Nebraska City; **E. L. Stroh**, Bloomfield; **I. C. Williams**, Franklin, and **C. H. Hare**, Broken Bow. Research assistant of the council is **Charles S. Wehrer**, graduate student in the department of school administration at the University of Nebraska.

J. Post Williams, former supervisor of schools in Tulare County, California, is now county superintendent of schools.

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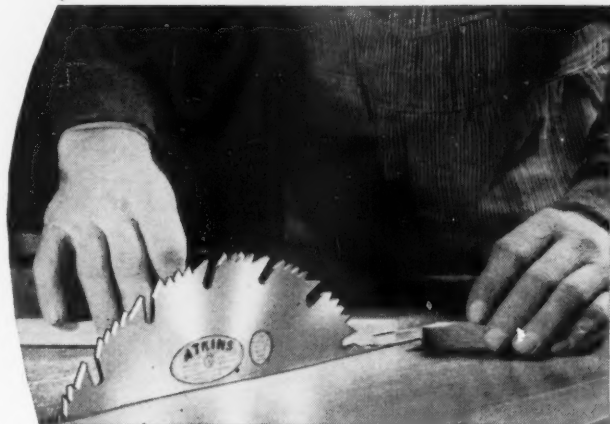
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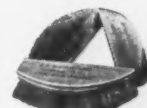
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NEWS...

PRINCIPALS...

Robert Everetts, superintendent at Danville, Ill., for the last four years, is now principal of the high school and junior college at Washington, Iowa.

Frederick W. Evans, supervising principal of the high school at Jamesburg, N.J., has accepted a similar position at Manasquan, N.J.

C. G. Drill, former junior high school principal at Chatfield, Minn., has been named senior high school principal there. His successor as junior high school prin-

icipal is **Ernest L. Gustafson** of North Branch, Minn.

C. C. Shipman has been appointed principal of the high school at Alvarado, Tex.

George Magrath, high school principal at Glastonbury, Conn., since 1946, has been appointed high school principal at Meriden, Conn.

Edwin A. Willard, formerly high school principal at Merchantville, N.J., is now principal of Horace Greeley School at Chappaqua, N.Y.

Bruce Allingham has resigned as principal of the junior and senior high school at Fort Morgan, Colo., to accept a position as principal of Franklin High School, Cedar Rapids, Iowa.

Edward H. Gillespie, vice principal of the high school at Dighton, Mass., for the last two years, has been appointed principal, effective November 1.

Harry W. McCary is the new high school principal at Timberville, Va. For the last three years Mr. McCary taught mathematics and science at Falls Church, Va.

Frank J. Watson, formerly assistant headmaster, is now headmaster of the Chicago Latin School for Boys.

Harry A. Beede, assistant principal at North Quincy Junior High School, Quincy, Mass., for the last 14 years, has been elected principal of Central Junior High School in the same city. Mr. Beede succeeds the late **W. Scott Austin**.

Guy D. Jones is the new high school principal at Bentonville, Ark. **Burl Brazell** has been named principal of Bentonville Junior High School.

Howard L. Crouse, high school principal at Hartford City, Ind., since 1946, has been appointed to a similar position at Frankfort, Ind.

IN THE COLLEGES...

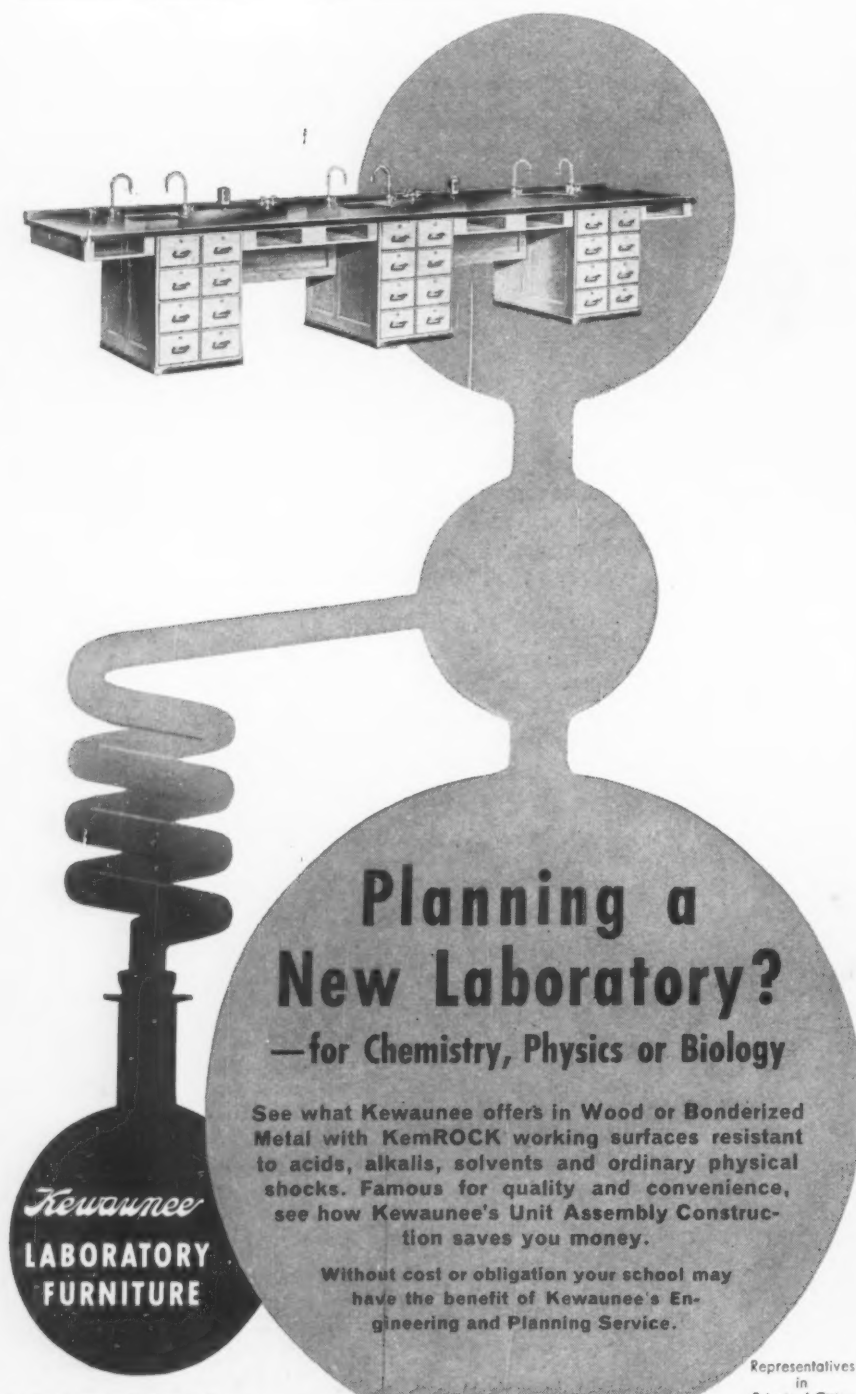
Grayson L. Kirk, professor of international relations and director of the European Institute at Columbia University, has been appointed provost of the university. He succeeds **Albert C. Jacobs**, who resigned to become chancellor of the University of Denver.

Howard S. McDonald, formerly president of Brigham Young University, Provo, Utah, has been elected president of the Los Angeles State College of Applied Arts and Sciences.

DEATHS...

Carl E. Seashore, former professor of psychology at Yale University and dean emeritus of the graduate school at the University of Iowa, died October 16. Dr. Seashore formulated intelligence tests for army use in the first and second World Wars. Various equipment employed to measure acoustics, tonal qualities, and hearing ability was invented or improved by Dr. Seashore.

George A. Loescher, principal of Stephen F. Austin Senior High School at Houston, Tex., since it opened 13 years ago and a member of the administrative faculty of the Houston schools for more than 26 years, died October 7.



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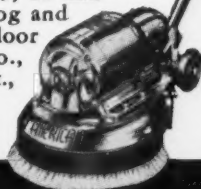
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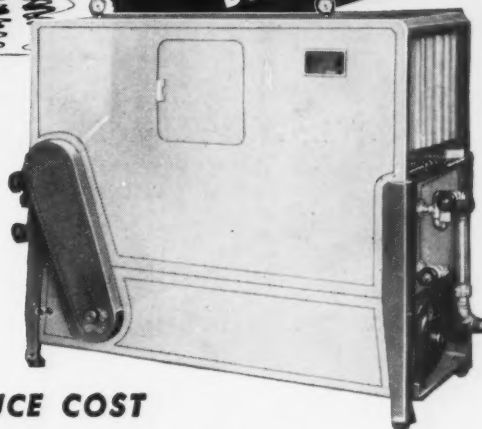
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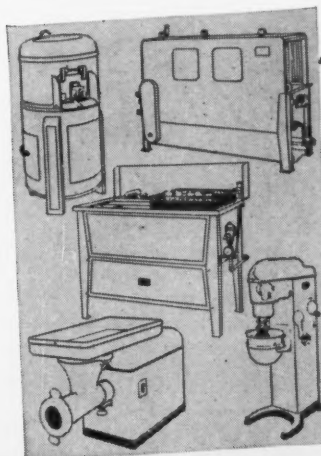
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Large and Small Classes in Secondary Schools. By Ellsworth Tompkins, specialist for large high schools, U.S. Office of Education. Circular No. 306. Describes selected number of large and small classes in action and relationships between exceptional class size and teaching method. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 30. 20 cents.

Lay Advisory Committees to Boards of Education in the United States. Summary of doctoral dissertation of J. H. Hull, superintendent, Torrance, Calif. Published by California Association of School Administrators, 365 S. Oak Knoll Avenue, Pasadena 5, Calif. Pp. 23. 50 cents.

The Challenge of School Board Membership. By Daniel R. Davies, associate professor and executive officer, division of administration and guidance, Teachers College, Columbia University, and Supt. Fred W. Hosler, Oklahoma City, Okla. Chartwell House, Inc., New York City. Pp. 153.

Grand Prairie, Texas. A report of an investigation of "a case involving the civil rights of teachers and the ethical responsibilities of boards of education" N.E.A.'s National Commission for the Defense of Democracy Through Education, 1201 16th St., N.W., Washington 6, D.C. Pp. 26.

The Public and the Elementary School. 28th Yearbook, "The National Elementary Principal," bulletin of the N.E.A. Department of Ele-

mentary School Principals, 1201 16th St., N.W., Washington 6, D.C. Vol. XXIX, No. 1, September 1949. Pp. 347. \$3.

Principles of Secondary Education. By Rudyard K. Bent, professor of education, and Henry H. Kronenberg, dean of the college of education, University of Arkansas. New second edition. Covers the origin, growth and democratic features of the secondary school; its purpose in society; how it aids in the solution of community problems; the students who attend it; its curriculum, and services to students through guidance. McGraw-Hill Book Company, Inc., New York City, Pp. 619. \$4.50.

ADULT EDUCATION

Needed Research in Adult Education. Report of the joint committee of the American Educational Research Association and the N.E.A. Department of Adult Education, 1201 16th St., N.W., Washington 6, D.C., June 1949. Pp. 32. 25 cents.

AUDIO-VISUAL

Audio-Visual Aids to Instruction. By Harry C. McKown, formerly professor of education, University of Pittsburgh, and Alvin B. Roberts, director of audio-visual education, Western Illinois State College. New second edition. Shows the administrator and teacher how to select, organize and utilize audio-visual aids. McGraw-Hill Book Company, Inc., New York City. Pp. 608. \$4.50.

CURRICULUM

Shop Safety Education. The result of a joint project carried on by the bureau of vocational curriculum development and industrial teacher training, the New York State Education Department, and the New York State School of Industrial and Labor Relations, Cornell University. Concerns training for accident prevention in the home, in industry, and on the farm. New York State Education Department, Albany 1. Pp. 319. Paper cover, \$2.25; cloth, \$2.95.

RESEARCH

Growing Points in Educational Research. Official report of the 1949 meetings of the American Educational Research Association, 1201 16th St., N.W., Washington 6, D.C. Pp. 340. \$2.

TESTS AND MEASUREMENTS

The Measurement of Student Adjustment and Achievement. Contributions from the Institute for Human Adjustment, Bureau of Psychological Services, University of Michigan. Edited by Wilma T. Donahue, Clyde H. Coombs, and Robert M. W. Travers. University of Michigan Press, Ann Arbor. Pp. 256. \$3 (paper covered); \$3.75 (cloth covered).

OF GENERAL INTEREST

Religion and Education Under the Constitution. By J. M. O'Neill, chairman, dept. of speech, Brooklyn College. Harper and Brothers, New York 16. Pp. 338. \$4.

Free and Inexpensive Materials on World Affairs for Teachers. Compiled by Leonard S. Kenworthy. More than 800 items are listed under five divisions: Some World Problems, U.S. Foreign Policy, Teaching Methods and Teaching Materials, Some Regions of the World and Individual Countries, and the United Nations and World Government. Order from Mr. Kenworthy, Brooklyn College, Brooklyn 10, N.Y. Pp. 100. \$1.

Democracy Through Discussion. By Bruno Lasker. H. W. Wilson Company, 950 University Ave., New York City 52. Pp. 376. \$3.50.



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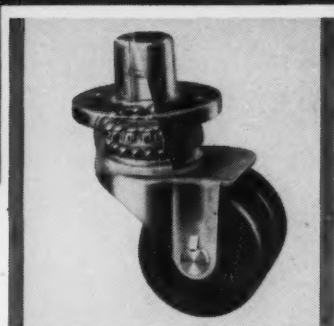
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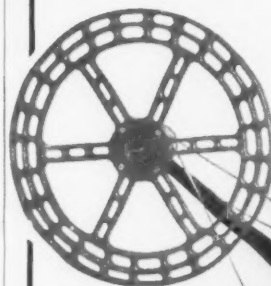
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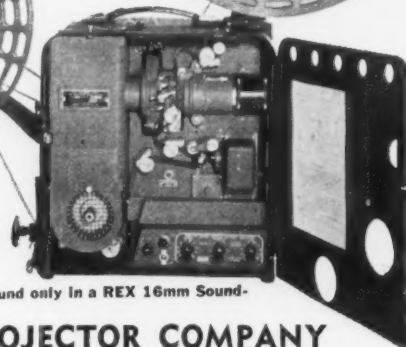
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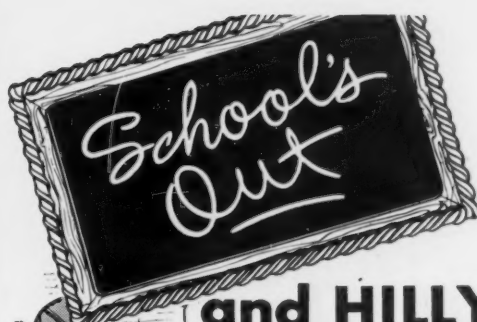
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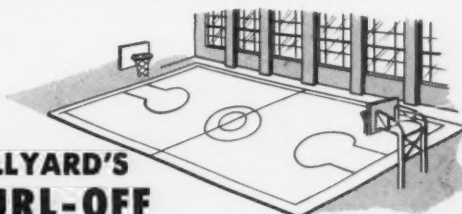
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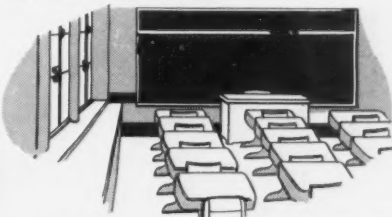
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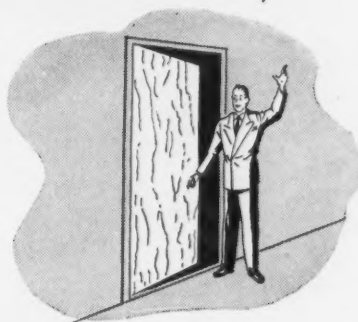
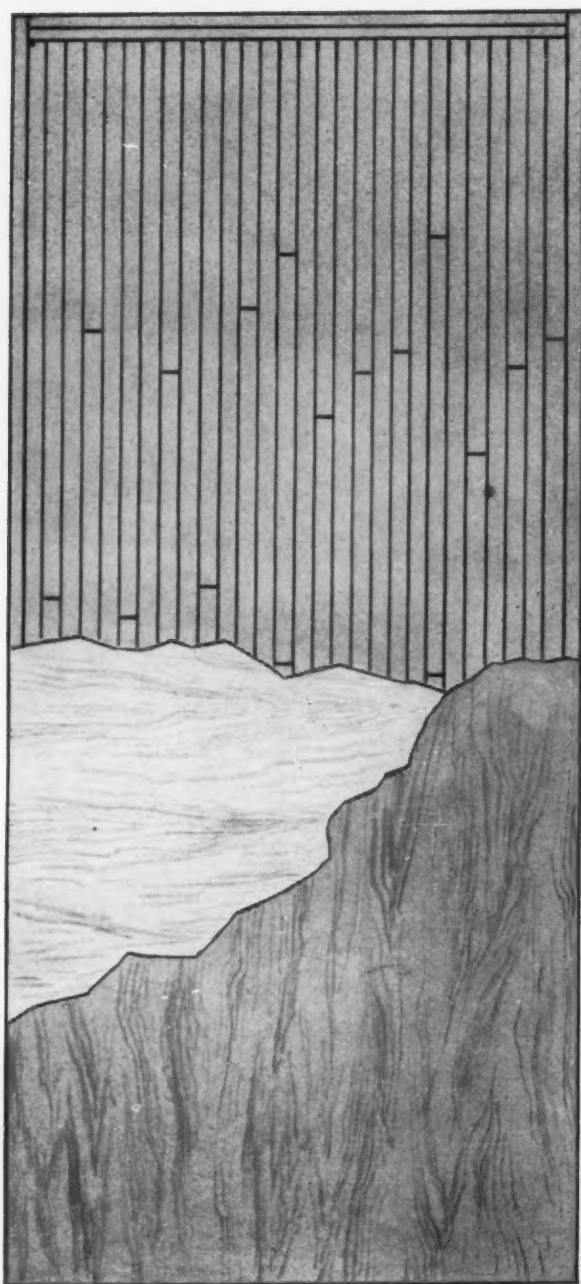


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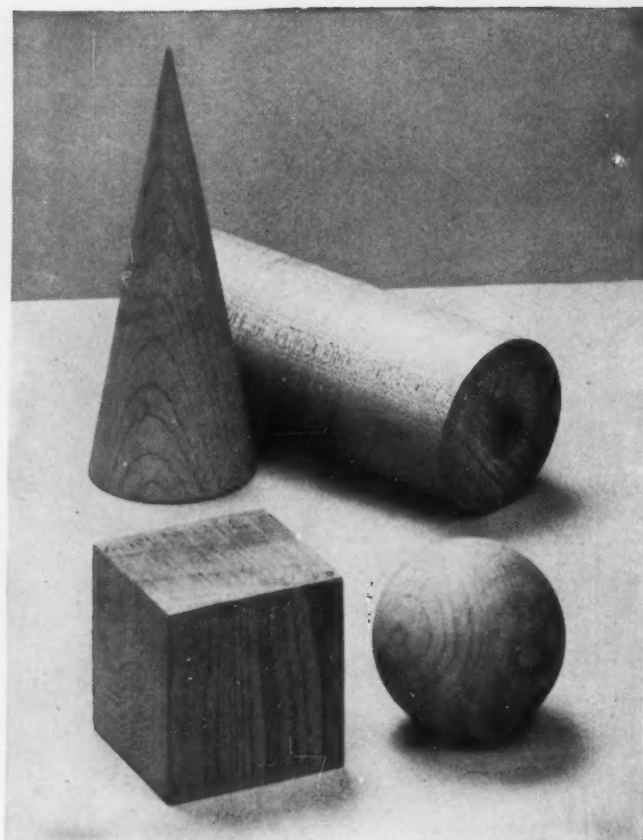
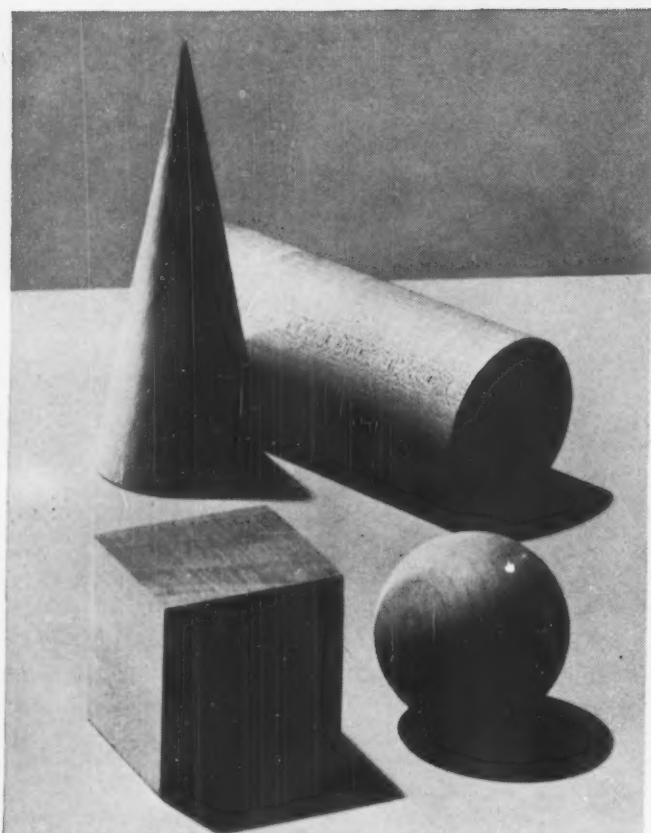
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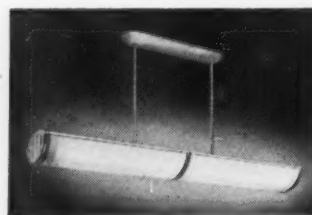


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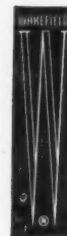
THE GRENADE II



THE COMMODORE



THE STAR



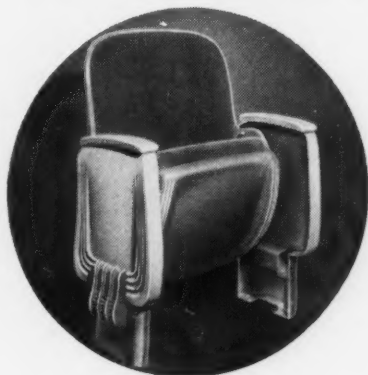
What's New **FOR SCHOOLS**

DECEMBER 1949

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 108. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Retractor Auditorium Seating



The new American Bodiform Retractor auditorium seating chair is the result of years of research and testing by the engineering staff of American Seating Company. The chair has silent, long-wearing "swing" retractor mechanism. The seat is suspended from two oilite self-lubricating bearings on each side, thus making the mechanism silent, smooth and easy. The retractor does not roll or slide. Motion of the chair back is coordinated with the occupant's motion and mere shifting of weight retracts the chair with a minimum of floor contact. The mechanism is completely shielded, thus clothing cannot be caught or soiled and the design of the cast iron standards ensures rigid support and smooth operation.

The new chair automatically assumes $\frac{3}{4}$ safety-fold when vacated, thus simplifying passing between seats. The space below the seat is open for fast, economical floor cleaning and there is no mechanism under the chair to interfere. The new Retractor should help to minimize confusion in school auditoriums. American Seating Co., Dept. NS, Grand Rapids 2, Mich. (Key No. 874)

"Push-Button" Record Keeping

Mechanized record keeping is now possible with the Robot-Kardex, an electrically operated unit of the Kardex visible records in a combination desk and cabinet which selects the desired record instantly and delivers it on a firm writing surface at desk height.

Robot-Kardex consists of a metal unit holding 4020 sets of Kardex records in

60 trays or slides and a desktop extension at which a clerk sits. When the operator taps a button, the desired Kardex slide appears, positioned mechanically at the right level for quick reference or posting. Thus the clerk has access to 4020 sets of visible records without moving from her chair or changing her posture. If needed elsewhere the record slides can be easily removed from the desk extension. Large school systems should find the system effective in speeding up record keeping and in increasing output of clerks. Remington Rand, Inc., Dept. NS, 315 Fourth Ave., New York 10. (Key No. 875)

Sports Timer Movements

A new line of sports timer movements for football and basketball scoreboards has recently been announced by Montgomery. The movements, shipped complete with instructions and wiring diagrams, can be easily installed in scoreboards built with local material and student help. Standard parts provide remote control for the timer from the sidelines. The timer movements can be detached for off season storage and need no special lubrication or other care.

The basketball timers are available in 6 different models for 8, 10 or 20 minute playing periods for operation on 115 volts, 60 cycle AC. The football timers are available in 8 different models for 12 or 15 minute periods for operation on the same type circuits. Montgomery Mfg. Co., Dept. NS, 549 W. Washington Blvd., Chicago 6. (Key No. 876)

Vyna-Flect Screen Fabric

Designed to overcome the hazards of fire and mildew, the new Vyna-Flect glass-beaded projection screen fabric is of vinyl plastic with beads bonded on with a thermoplastic. The new screen fabric is designed to be flameproof and fungusproof, thus meeting public safety requirements and permitting use and storage in tropical or other humid atmosphere. Other features of Vyna-Flect are longer lasting whiteness and improved brilliance. Radiant Mfg. Corp., Dept. NS, 2627 W. Roosevelt Rd., Chicago 8. (Key No. 877)

Colored Chalkboard Chalk

A completely new dustless colored chalk, which is designed to write and erase well from the chalkboard, has recently been announced under the name Omega Chalkboard Chalk In Color. It is especially designed for smooth writing and drawing on either the lighter chalkboards of standard blackboards. The chalk is available in 8 pleasing colors in a handy package.

Omega "Ovr-Size" chalk stick is larger and more sturdy than ordinary chalk and is packed in the attractive "Omega-Pak" consisting of eight 12 stick boxes of assorted colors for easy distribution within the school. Weber Costello Co., Dept. NS, Chicago Heights, Ill. (Key No. 878)

Low Floor Machine

Especially designed for institutional use, the new Silent Huntington Low-Hite Floor Machine is only 11 inches high, from floor to top of motor housing. It is low enough to scrub and polish under most furniture, yet heavy enough for quality work. The new machine is designed to polish, scrub, buff wax, steel wool and shampoo. It is quiet and efficient and is equipped with a safety grip switch. It is available in 12 or 16 inch sizes with a quiet planetary gear drive. An additional feature of the new machine is the retractability of the wheels



which can be pulled out of the way when the machine is in operation. Huntington Laboratories, Inc., Dept. NS, Huntington, Ind. (Key No. 879)

Lo-Level Cooler



Especially designed to meet the requirements for schools, the new Lo-Level Cooler is available in 30, 36 and 42 inch heights, equipped with any one of three tops: bubblers, glass-filling valves or a combination of both.

The air cooled, hermetically sealed condensing unit is internally spring mounted to eliminate vibration. Automatic stream control is installed inside of cabinet to maintain constant stream height in bubblers. The self-closing foot pedal valve is located inside the cabinet and all plumbing connections are made through the back. The coolers have a storage tank with 5 gallon capacity and the thermostatic temperature control is in direct contact with the outlet water. Cabinets are constructed of bonderized steel, spot welded and finished in metallic gray. **The Halsey W. Taylor Co., Dept. NS, Warren, Ohio. (Key No. 880)**

Device to Straighten Metal Posts

A new device has been developed which quickly and simply straightens bent posts such as used for school and college fences around grounds and athletic fields, sign posts, pedestal signs and similar posts. Called the Postratner, the device can be operated by one man who can quickly and simply straighten a metal post which has been bent by impact. The device performs at very small cost, according to the manufacturer, is portable and compact, and the only tool required is a bolt wrench. **Barber Postratner Co., Dept. NS, 112 Irvington St., New Haven 13, Conn. (Key No. 881)**

Fluorescent Fixtures

The "Lytron" series of fluorescent fixtures has several new features. Among the innovations is the "Solo'Stall" single canopy hanger which makes it possible for one man alone to install any large four-tube Lytron in a suspended

position. It is available in permanent chrome and lumino-white finish. Also new to the line is the 25-watt size for the 2 and 4 light Lytron series.

In the 1 light Lytron series new bracket designs include a new bracket featuring a ceramic-textured glass shield and a new 14-watt size. Slip-on covers for easy installation of the 2 light Lytrons and slip-on covers plus snap-on die cast ends for the 4 light Lytrons are other improvements. An entirely new Circline group with a shallow bowl for the circular fluorescent tube and a bottom plate of polished brass or chrome in three designs is another innovation. **Lightolier, Inc., Dept. NS, 346 Claremont, Jersey City 6, N.J. (Key No. 882)**

Improved Basketball

The Voit XB20 Custom Basketball is now made with cold rubber for longer wear. Cold rubber, a new government synthetic, has proved to have longer life than rubber produced at the usual high temperatures. In addition to the new long wearing cold rubber, the new basketball has been re-engineered for play at 8 pounds pressure. **W. J. Voit Rubber Corp., Dept. NS, 1600 E. 25th St., Los Angeles 11, Calif. (Key No. 883)**

Football Field Marking

Certified Hydal Paste No. 451-F is a new marking material for athletic fields. Designed to last indefinitely, the paste is thinned with water and may be applied by standard marking machines. It covers grass blades from the tip to the ground, adheres well and does not dust. The product is designed to be harmless to the grass and is unaffected by weather. **United Laboratories, Inc., Dept. NS, 16801 Euclid Ave., Cleveland 12, Ohio. (Key No. 884)**

Wall Base Cove Molding

Plastile Top Set Cove Base is made of Tygon vinyl plastic and is designed as a companion to Plastile vinyl plastic floor covering. Designed for toughness, corrosion-resistance, flexibility and durability, the product can be easily installed in and around corners, fits tightly against the wall to eliminate the possibility of dirt and dust particles getting behind it and is 4 inches high, 1/8 inch thick and comes in 4 foot lengths.

The material repels scuff marks and is designed to withstand rough treatment and to be unaffected by grease, oil, acids and alcohol. It is available in 7 solid colors: black, brown, gray, green, blue, red and tan and is easy to clean. **The U. S. Stoneware Co., Dept. NS, 60 E. 42nd St., New York 17. (Key No. 885)**

Fungicide

A new non-toxic, astringent fungicide has recently been announced to help reduce foot infections in shower rooms, gymnasiums and other areas. Known as "Foam-X," the product is described as an effective fungicide which is mild and pleasant to use. Special sponge rubber mats provided by the manufacturer are saturated with "Foam-X" and placed adjacent to showers and similar areas for easy application. **Foam-X Co., Dept. NS, Santa Barbara, Calif. (Key No. 886)**

Record Player Line

A complete new line of 16 models of record players has recently been announced. Designed to give quality performance at minimum cost, the line includes models with 33 1/3, 45 and 78 R.P.M. alone or in combination. Of the 16 new models, several are designed for automatic record changing and others for manual operation. They are available with and without carrying cases for easy portability, and are all table models in attractive modern styling, engineered for fine performance. **Symphonic Radio and Electronic Corp., Dept. NS, 292 Main St., Cambridge 42, Mass. (Key No. 887)**

Refrigerated Apple Vender

Vending of chilled apples is now possible with the new "Frigi" Refrigerated Automatic Apple Vending Machine. Set to keep apples at the proper degree of coldness, the vender has refrigerated space for an extra box of apples in the base of the machine. The machine is equipped with a coin changer to make change for a 25 cent piece and may be set to vend apples for 5 or 10 cents each as desired. The vender provides a service to pupils and teachers and may be used as a



source of revenue for the school. **Frigid Fruit Co., Dept. NS, 1301 S. 20th Ave., Yakima, Wash. (Key No. 888)**

Fluorescent Fixtures

Three additions to the Sylvania Electric Fluorescent Lighting line have recently been announced. The new, louvered fluorescent light fixture designed specifically for the recently introduced 75 watt T-12 instant-start Slimline fluorescent lamps is for installations which call for long rows of light. The new Sylvania CL-296 holds two 8 foot lamps and can be quickly installed.

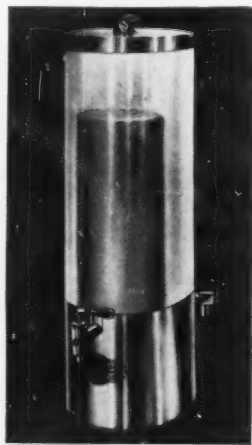
Three fixtures, the unshielded C-447, the louver-shielded CL-447 and the plastic-shielded CP-447, comprise the new line of 4 lamp 40 watt fluorescent lighting fixtures matching the company's 2 lamp series. Each may be surface or pendant mounted, individually or in continuous rows.

A new fluorescent lighting fixture designed especially for school illumination combines a high output of indirect light with easy maintenance, attractive appearance and effective reduction of shadows and reflected glare. Called the CL-242, the 2 lamp 40 watt unit with a bottom louver and luminous plastic side panels can be mounted in continuous rows giving the appearance of a single sweep of fixture because there are no joining bands or end caps. The fixture offers flexibility in mounting, whether surface or pendant, individual or continuous. Sylvania Electric Products, Inc., Dept. NS, 500 Fifth Ave., New York 18. (Key No. 889)

Juice Dispenser

The new Ihle Juice Dispenser is designed to keep juice cold without mechanical refrigeration. It requires only 9 inches of counter space and holds nearly 2 gallons of juice. It is easy to clean, to refill and to move as needed.

The base of the dispenser is of stainless steel and the "frosted plastic" container makes juice visible without open-



ing. The vacuum outer wall maintains low temperature of juice and increases length of life of ice. Magnetic whirlpool agitation is obtainable by power

supplied by a General Electric motor that requires no oiling, or by manual agitation if preferred. Ihle Manufacturing Co., Dept. NS, 1414 S. Central Ave., Glendale 4, Calif. (Key No. 890)

Water Cooler

Three models of the Oasis electric drinking water cooler have the new Oasis, hermetically sealed, static condensing unit which has been developed for quiet, trouble-free operation. The unit is air-cooled by natural air currents, resulting in lower operating costs and reduced service requirements. The new unit is available on the OP-5-S 5 gallon pressure bubbler model, the OB-R-S triple-purpose ice cube, bottle compartment model and the newly restyled bottle cooler, the OB-2-S. Ebco Mfg. Co., Dept. NS, 401 W. Town St., Columbus 8, Ohio. (Key No. 891)

Air Diffuser

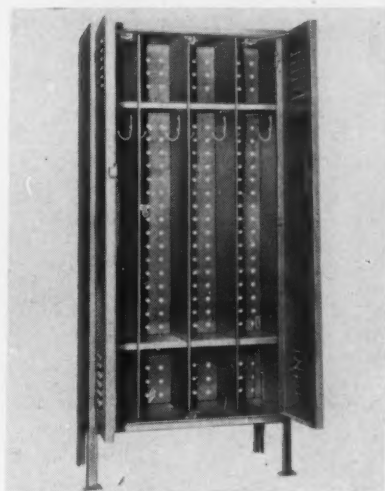
A new square air diffuser (Type E) that aspirates and distributes air equally and draftlessly over the full arc of 360 degrees has been developed to harmonize with rectangular and straight-line architectural designs. It is flush with the ceiling and fits into standard sized acoustical and egg-crate ceilings. It can be combined with all types of lighting fixtures and is available in 9 different neck diameters ranging from 4 to 14 inches. The diffuser is designed to give complete air distribution throughout an entire room without drafts or stale air pockets. It can be installed quickly and easily. Anemostat Corporation of America, Dept. NS, 10 E. 39th St., New York 16. (Key No. 892)

Panelray Heater

The new "Overhead Panelray" heater, utilizing infrared rays to provide instantaneous heat, is designed for heating exposed areas as well as enclosed interiors. It should have particular application in heating temporary school buildings, gymnasiums and large assembly rooms.

Occupying overhead space, thus saving floor and wall space for other uses, the unit is gas-fired and keeps floors and working areas comfortably warm by the direct infrared rays which cannot be diverted by drafts or air currents. A series of louvers in the Panelray directs the rays downward, warming both the air and solid objects in the room. The unit is automatic and all heating surfaces are porcelain enameled inside and out. Day & Night Div., Affiliated Gas Equipment, Inc., Dept. NS, Monrovia, Calif. (Key No. 893)

Elementary School Lockers



Lockers designed especially for elementary school use have been introduced by Lyon Metal Products. They are 48 inches high without legs, 6 inches higher if legs are used, 12 inches deep and 24 inches wide. Each locker accommodates material of four students in four separate compartments each with top and bottom shelves which are adjustable to provide 7½ or 9 inch space. The double doors on the locker are louvered and the back is punched for ventilation.

Each compartment contains 2 single prong coat hooks attached to sides below shelves and doors open but 90 degrees to prevent contact with adjacent locker doors. A teacher's storage locker, identical with the pupil's locker except for 3 stationary shelves instead of 4 compartments has also been introduced. This new locker is designed to accommodate supplies normally used in the individual classroom. Lockers are finished in green or non-glare gray enamel and are available with padlock hasp or flat key lock. Lyon Metal Products, Incorporated, Dept. NS, Aurora, Ill. (Key No. 894)

Paper Cup Dispenser

A new recessed water cup dispenser for use with paper cups has recently been developed. Designed to be mounted flush with the finished wall surface, the dispenser cannot be broken or removed from the wall. Made of metal with a clear plastic window to indicate when in need of refilling, the dispenser is available in satin-chrome finish or in prime paint finish. Mechanically foolproof, it contains no weights, springs or other movable parts and can be adapted for use with 4 sizes of flat-bottom Dixie Cups and 2 sizes of cone-shaped Dixie or Vortex cups. Designed for installation in new buildings, it can also be installed with relative ease in existing buildings as part of a modernization program. Dixie Cup Co., Dept. NS, Easton, Pa. (Key No. 895)

Color Slide File



A new type file box has been designed especially for filing miniature black and white and color transparencies. A simple, practical file, the unit consists of 12 compartments hinged together in such a way that they form a complete file box when closed. The compartments are open along the top and sides but will easily hold from 1 to 20 cardboard slides or up to 8 glass-mounted slides each. Any compartment of the file may be swung out from the base of the box, thus making all slides instantly and conveniently accessible. An index sheet is provided on the inside of the cover. **Eastman Kodak Co., Dept. NS, Rochester 4, N.Y. (Key No. 896)**

Mop Wringer

A small size mop wringer as a companion to the other wringers in this line, for general purpose cleaning, has recently been announced. Embodying all of the features of the larger Geerpres wringers, the new model is designed to fit any common size of pail or bucket holding 12 quarts or more. The staggered gearing to prevent slip, downward pressure on the mop to prevent splashing, light weight, simple, uniform and fast operation are augmented by rubber grip handle, ribbed pressure plates and electro-plated finish. Known as the No. 816, the wringer is designed to handle any 8 to 16 ounce mop. **Geerpres Wringer, Inc., Dept. NS, Box 658, Muskegon, Mich. (Key No. 897)**

Anatomy Charts

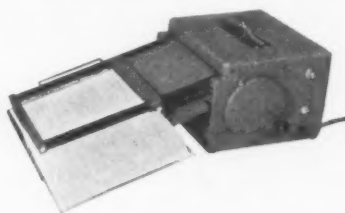
The heart, the lymphatic, nervous, digestive and urogenital systems and the topography of organs are subjects covered in additional charts in the interesting new series developed by Denoyer-Geppert. Unusual in that the originals were done in oils, in full color, the series consists of 10 charts, each 42 by 62 inches in size, the figures drawn against a light blue background for accentuation of anatomical detail. As with the charts

in this series described earlier, these were painted by P. M. Lariviere and are available with plain rollers top and bottom or with spring roller mounting.

On the chart of the heart, four separate figures show the heart very much enlarged to present it in full detail. The topography of organs chart shows both male and female. In that of the lymphatic system, an almost life-size central figure is used to show the most important lymph vessels and lymph glands while details of a lymph gland are shown greatly enlarged. Similar treatment is given the nervous system, the digestive system and the urogenital system and the careful use of color has added to the value of these charts for teaching and study. **Denoyer-Geppert Co., Dept. NS, 5235 Ravenswood Ave., Chicago 40. (Key No. 898)**

Reading Accelerator

Many years of research and experiment by reading instructors and educational psychologists has resulted in the Reading Accelerator developed by Eliza-



beth A. Simpson, director of the Adult Reading Service at Illinois Institute of Technology, Chicago. A mechanical shutter that descends over reading material at a controllable word-per-minute rate is the basis of the new device which is so designed that it can be used with any type of reading matter without pulling pages from their bindings or otherwise mutilating material.

Case-study material and file data on the Accelerator are available and a comprehensive reading-training program accompanies the device. The machine is said to increase reading speed, improve comprehension and perceptual span and help problem readers. **Science Research Associates, Dept. NS, 228 S. Wabash Ave., Chicago 4. (Key No. 899)**

Stainless Steel Extinguishers

Buffalo fire extinguishers are now available in all welded stainless steel. The new material makes the extinguisher stronger even though it is lighter in weight and hence easier to handle. The permanent finish simplifies maintenance and the new model is available in both Soda-Acid and Foam types. **Buffalo Fire Appliance Corp., Dept. NS, Dayton 1, Ohio. (Key No. 900)**

Water Softener

The Crane Company has announced the Softenall, a new two-tank water softener and conditioner designed to soften the hardest water and at the same time remove iron, manganese, light sediment and other impurities. High capacity zeolite softening material is furnished with the softener. This zeolite is permanent, can be regenerated indefinitely, and is designed to last for the life of the installation. The Softenall is made in 4 sizes with softening capacities varying from 30,000 to 90,000 grains. The units are compact, varying in size of occupied floor space from 16 by 26 inches to 22 by 38 inches. **Crane Co., Dept. NS, 836 S. Michigan Ave., Chicago 5. (Key No. 901)**

Diesel Electric Plant

School systems making their own electric power, or interested in doing so because of location or cost, will want to know about the Model 5DRP 5000 watt AC diesel electric plant. Combining unusually smooth operation and compact design, the new model produces low cost electric power and is designed for portable applications or for permanent installation. The new two-cylinder opposed type Diesel engine is the result of long research and intensive study and provides smooth, vibration-free operation. **D. W. Onan & Sons, Inc., Dept. NS, Minneapolis 5, Minn. (Key No. 902)**

Novelty Awards

Novelty figures for school awards or favors are offered in the form of "Varsity Vic" and "Kampus Kate." Both are modernly designed figurines with fuzzy finish sweaters available with the school letter and in school colors. They are designed to be presented as awards or favors at school functions or can be sold to school organizations and thus



serve as a source of income for various projects. **Jest-Art Originals, Dept. NS, Culver City, Calif. (Key No. 903)**

Stencil Sheets

A complete new line of stencil sheets has recently been announced. Ten types of stencil sheets, ranging from 4 by 8½ inches to 12½ by 22 inches in size, are included, 3 in blue, 5 in yellow and 2 in the new eye-ease green. Both the blue and yellow in legal and letter sizes may be obtained with the new satin finish, low glare film cover. A special white, coated cushion is provided for use with the blue stencils and a black, tissue cushion is provided for the yellow and green. Both types of cushion are designed to provide a high degree of visibility for typing and proof reading. The stencils make possible low cost reproduction of as few as 5 or 6 copies as well as hundreds or thousands of copies. **A. B. Dick Co., Dept. NS, 5700 W. Touhy Ave., Chicago 31. (Key No. 904)**

Double-Action Floor Wax

Kare-33 is being introduced to serve two purposes in floor maintenance—to give floors a high gloss wax finish and at the same time to aid in the control of insects. This liquid water-emulsion wax has been approved by Underwriters' Laboratories, according to the manufacturer, for anti-slip properties. It is non-inflammable, non-combustible and water-resistant and dries to a high luster in 20 minutes without buffing. It is said to kill insect pests within 24 hours and to retain its insecticidal quality for 3 to 6 weeks. The product is designed for use on asphalt tile, linoleum, rubber, finished wood, mastic, cement, terrazzo, painted surfaces and cork floors and is packed in 1 gallon cans and 5, 30 and 55 gallon steel drums. **Windsor Wax Co., Inc., Dept. NS, Hoboken, N.J. (Key No. 905)**

Divide-A-Files

Self-Adjusting Divide-A-Files are a new feature of the Super-Filer filing cabinets recently announced by The General Fireproofing Company. The Divide-A-Files adjust automatically to changes in the volume of drawer contents, thus saving time and manual effort when filing or withdrawing material. They also break up the drawer load and keep the contents under compression when the drawer is closed.

With the swing front on the drawers of the new files, and the Self-Adjusting Divide-A-Files to create a rear slant, filing, finding and reference are facilitated and the entire drawer can be filled to capacity without having to save space for handling. **The General Fireproofing Co., Dept. NS, Youngstown 1, Ohio. (Key No. 906)**

Product Literature

• **"Better Classroom Daylighting"** is discussed in a 16 page booklet issued by Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich. The booklet reveals a careful study of the subject and contains descriptive and technical information of value to every school administrator, school architect and others concerned with lighting and construction. Drawings, charts and photographs are used to illustrate the points discussed which are divided into five sections: minimum requirements for daylighting, how to bring in a greater quantity of daylight, how to improve the quality of admitted daylight, engineering proof of the method recommended and some additional benefits. **(Key No. 907)**

• Schoolrooms are shown in full color in the attractive brochure on **"Trane Unit Ventilators to Bring Fresh Air to School Rooms for Health and Comfort of Children"** recently issued by The Trane Company, La Crosse, Wis. In addition to these illustrations of the use of Trane Ventilators, the brochure gives factual information on their construction and operation. **(Key No. 908)**

• Schools using rubber mats in various locations throughout the institution will be interested in a new poster prepared by the American Floor Products Co., 1526 "M" St. N.W., Washington 5, D.C., entitled **"The Do's and Don'ts of Rubber Mat Care."** The Poster is designed to instruct users and those in charge of maintenance in the proper handling of rubber mats to secure the maximum length of life. **(Key No. 910)**

• A brochure giving data on cold cathode light has been offered under the title, **"New Horizons of Light,"** by Colonial Electric Products, Inc., East Patterson, N. J. Giving information on Colonial Cold Cathode Lamps and Fixtures, the brochure contains an analysis of hot cathode and cold cathode lighting, with comparison data, maintenance comparison data, lamp temperature data, price list and other pertinent details on this method of lighting. **(Key No. 911)**

• Two new leaflets have been issued by the Maple Flooring Manufacturers Assn., 46 Washington Blvd., Oshkosh 7, Wis., to indicate the possibility of lower maple flooring costs without loss of floor quality. Entitled **"Where 'Second Grade' Means 'Excellent'"** and **"Use Third Grade for Economy,"** the leaflets are designed to tell school architects and administrators how quality in flooring can be maintained with savings in costs and the economy and quality of third grade northern hard maple flooring for limited budgets. **(Key No. 909)**

• The new Catalog No. 212, **"Hamilton Laboratory Equipment for Research and Control,"** issued by Hamilton Mfg. Co., Two Rivers, Wis., is a most attractive, plastic bound book giving information on the Hamilton Unit Plan and why it was developed with full descriptions and illustrations of the complete Hamilton line of laboratory equipment. The catalog is supplemented by a booklet of **"Specifications, Laboratory, Pharmacy and Dental Equipment,"** Booklet No. AL-50, covering materials, construction, finishes and tests. **(Key No. 912)**

• **Kayline Catalog No. 50** covers the full range of fluorescent, incandescent and slimline lighting developed by The Kayline Co., 2480 C E. 22nd St., Cleveland 15, Ohio. Each type of lighting is described and illustrated with room indexes, cross section diagrams, mounting instructions, distribution curves and specifications. **(Key No. 913)**

• The value of grease interceptors is discussed in Bulletin G, **"Grease, a Costly Problem or a Profitable By-Product,"** issued by Josam Mfg. Co., Dept. D-11, 1302 Ontario St., Cleveland 13, Ohio. Complete information on grease interceptors and examples of how waste grease has been salvaged are some of the points covered. **(Key No. 914)**

• A folder on **"a series of motion pictures in color"** has been issued by The Harding College Department of National Education, Searcy, Ark. The folder describes these films, "dedicated to creating a better understanding of the fundamental principles underlying our American Way of Life," and is illustrated by color prints from the films. **(Key No. 915)**

• Descriptive information, specifications and illustrations of uses of **"Heerwagen Acoustic Diaphragm Tile"** are given in a folder issued by Heerwagen Acoustic Decoration Co., Fayetteville, Ark. The tile, made with a cotton base, is said to absorb sound by diaphragmatic action. **(Key No. 916)**

• **The Dynar Recreation Building**, designed for quick, inexpensive construction to provide recreational facilities for schools, colleges and communities, is described in a booklet published by the Dynar Corporation, 30 Rockefeller Plaza, New York 20. The building is designed like a bomber, using the monocoque principle for strength, high clearance and functional beauty. It offers 7200 square feet of unbroken floor area which can be used as gymnasium, as a sports center and for other activities in the school. Insulation, sound-proofing, lighting and heating are integral parts of the "packaged" building, details of which are given in the booklet. **(Key No. 917)**

• **"The Mark of a Modern Building"** is the title of a 40 page booklet on PC glass blocks for industrial, commercial and public structures published by Pittsburgh Corning Corp., 307 Fourth Ave., Pittsburgh 22, Pa. General and technical data, illustrations, construction details, diagrammatic drawings and specifications are included in the booklet. Glass block patterns are divided into decorative and functional groups and specific advantages of each are discussed. Four pages are devoted to the use of glass blocks in hospitals and schools. (Key No. 918)

• The establishment of FM radio centers in high schools and colleges is described in a brochure published by General Electric Co., Electronics Park, Syracuse 1, N. Y. The brochure contains specifications for radio center layouts, suggests types of programs which may be presented, illustrates three basic station layouts and illustrates the radio center at Syracuse University which now has its own low-power FM broadcast facilities. (Key No. 919)

• Illustrations of truly attractive gym clothes in a booklet recently released by E. R. Moore Co., 932 Dakin St., Chicago 13, confirm the thought expressed in the title, **"Young Girls Fancy Moore Gym Suits."** Full color pictures illustrate the various styles offered and the booklet carries 18 fabric samples together with size charts. (Key No. 920)

• Data on **"Laughing Loon" Water Sports Equipment** manufactured by Hussey Mfg. Co., Inc., North Berwick, Maine, is given in a folder recently published. Specifications cover diving boards, swimming floats and float ladders. (Key No. 921)

• **The Fleur-O-Lier Index System** for specifying lighting performance and for rating fluorescent lighting fixtures has recently been revised to include three new shielding classifications: 0-20 and 0-30 for fixtures with side shielding of less than 10 degrees but having end shielding of either 20 or 30 degrees down from the horizontal plane, and a new 45-45 shielding classification to cover fixtures with square egg-crate type of louvers and resulting 45 degree shielding in both directions such as is popular in school lighting. The Index System is designed as a simple method by which the specifier may indicate the essential illuminating performance desired for any installation and also to serve as a means of identifying fluorescent lighting fixtures on the basis of their illuminating performance. The revised Fleur-O-Lier charts with the new classifications are available from Fleur-O-Lier Manufacturers, 2116 Kieth Bldg., Cleveland 15, Ohio. (Key No. 922)

• **The "Handbook of Art Education Materials"** is a helpful booklet designed to help the busy teacher and school administrator in answering the questions on quantity, cost and use of art education materials. The quality and characteristics of each medium are discussed with ideas and suggestions for class application. Special chapters cover the school art program and exhibits and displays. Carefully prepared tables show the normal requirements per pupil and per classroom for each art medium. The book sells for 50 cents per copy and is available from The American Crayon Company, Sandusky, Ohio. (Key No. 923)

• The 1949-1950 **Teaching Aids Catalog** is now available from the School Service Department, Westinghouse Electric Corp., 306 Fourth Ave., Pittsburgh 30, Pa. The 32 page booklet describes more than 80 charts, posters, booklets and other material available to high school teachers, covering a wide range of subjects. (Key No. 924)

Film Releases

"The Nile River," 16 mm. Kodachrome, third series of Great River films. Academy Films, 565 N. Cahuenga, Los Angeles 4, Calif. (Key No. 925)

"Make a House Model" and **"Make a Mobile,"** 16 mm. Bailey Films, Inc., 2044 N. Berendo, Hollywood 27, Calif. (Key No. 926)

"Educating In A Truer Light," 22 minute Kodachrome sound-slide film. Better Light Better Sight Bureau, 420 Lexington Ave., New York 17. (Key No. 927)

"Benjamin Franklin," "Thomas Jefferson," "Washington Irving," "James Fenimore Cooper" and **"Henry Wadsworth Longfellow,"** each 2 reel, 16 mm. sound. Encyclopaedia Britannica Films, Inc., Wilmette, Ill. (Key No. 928)

"Safe Practices in Metal Working Engine Lathe," 11 discussional type slidefilms, 761 illuminated teaching pictures. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich. (Key No. 929)

"The Pacific Coast of Mexico—Baja California," "The Pacific Coast of Mexico—The Mainland" and **"Purse Seining,"** all 16 mm. Johnson Hunt Productions, 1133 N. Highland Ave., Los Angeles 38, Calif. (Key No. 930)

"The Wonder of Chemistry," 1 reel, 16 mm., sound. **"Design: Line," "Let's Play With Clay: Part I, Animals"** and **"Let's Play With Clay: Part II, Bowls,"** each 1 reel, 16 mm., sound. **"Speech:**

Stage Fright and What to Do About It," 1 reel, 16 mm., sound. **"The Story of Christopher Columbus,"** 55 frame black and white filmstrip. Young America Films, Inc., 18 E. 41st St., New York 17. (Key No. 931)

Suppliers' News

The G. S. Blodgett Co., Inc., Burlington, Vt., manufacturer of baking and cooking equipment, announces the appointment of Paul C. Grimes, as Sales Manager.

Hild Floor Machine Co., manufacturer of floor maintenance equipment, announces completion of its new building at 740 W. Washington Blvd., Chicago 6. Complete office, demonstration and factory facilities are included in the new modern building.

The Patent Scaffolding Co., Inc., 38-21 Twelfth St., Long Island City 1, N.Y., has opened a new office and warehouse at 1516 Scovill Ave., Cleveland, Ohio, to handle a broad line of Gold Medal and "Trouble Saver" products. The new office is designed to provide fast and efficient scaffolding service to the Cleveland area.

Peirce Wire Recorder Corp., 1328 Sherman Ave., Evanston, Ill., manufacturer of wire dictation systems, announces election of R. J. Rountree as Vice-President of the company in charge of sales and advertising.

E. H. Sargent & Co., manufacturer and distributor of scientific laboratory instruments, apparatus and chemicals, announces removal of its offices and plant to a new and modern building at 4647 W. Foster Ave., Chicago 30.

Standard Gas Equipment Corp. of Baltimore, Md. and Hart Mfg. Co. of Louisville, Ky. announce the consolidation of their commercial cooking equipment lines. The entire resources of the new organization will be devoted exclusively to commercial cooking equipment. Vulcan equipment will continue to be manufactured in Baltimore and Hart restaurant and luncheonette equipment will be manufactured in Louisville.

Stokely-Van Camp, Inc., Indianapolis, Ind., food distributors, announces formation of the **Institutional Food Department** in charge of F. D. Neilson, a newly formed division to serve schools, colleges and other institutional food needs.

Change of Address was incorrectly given for the following firm in an earlier issue. The correct address follows:

Standard Scientific Supply Corp., 34 W. Fourth St., New York 12.

INDEX TO PRODUCT INFORMATION & ADVERTISEMENTS

• INDEX TO "WHAT'S NEW" (Pages 103-108)

Key

- 874 American Seating Co.
Retractor Auditorium Seating
- 875 Remington Rand, Inc.
"Push-Button" Record Keeping
- 876 Montgomery Manufacturing Co.
Sports Timer Movements
- 877 Radiant Manufacturing Corp.
Vyna-Flect Screen Fabric
- 878 Weber Costello Co.
Colored Chalkboard Chalk
- 879 Huntington Laboratories, Inc.
Low-Hite Floor Machine
- 880 The Halsey W. Taylor Co.
Lo-Level Cooler
- 881 Barber Postratner Co.
Metal Post Straightener
- 882 Lightoller, Inc.
Fluorescent Fixtures
- 883 W. J. Voit Rubber Corp.
Improved Basketballs
- 884 United Laboratories, Inc.
Football Field Marking
- 885 The U. S. Stoneware Co.
Wall Base Cove Molding
- 886 Foam-X Company
Fungicide
- 887 Symphonic Radio & Electronic Corp.
Record Player Line
- 888 Frigid Fruit Co.
Refrigerated Apple Vender
- 889 Sylvania Electric Products, Inc.
Fluorescent Fixture

Key

- 890 Ihle Manufacturing Co.
Juice Dispenser
- 891 Ebco Manufacturing Co.
Water Cooler
- 892 Anemostat Corp. of America
Air Diffuser
- 893 Day & Night Div.
Panelray Heater
- 894 Lyon Metal Products, Inc.
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Stainless Steel Extinguishers
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"Rubber Mat Care"

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"Moore Gym Suits"
- 921 Hussey Mfg. Co., Inc.
"Water Sports Equipment"
- 922 Fleur-O-Lier Manufacturers
Revised Index System
- 923 The American Crayon Company
"Handbook of Art Materials"
- 924 Westinghouse Electric Corp.
Teaching Aids Catalog
- 925 Academy Films
Film Release
- 926 Bailey Films, Inc.
Film Releases
- 927 Better Light Better Sight Bureau
Film Release
- 928 Encyclopaedia Britannica Films, Inc.
Film Releases
- 929 The Jam Handy Organisation
Slide Film Release
- 930 Johnson Hunt Productions
Film Releases
- 931 Young America Films, Inc.
Film Release

INDEX CONTINUED ON FOLLOWING PAGE →

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Index to Products Advertised

Key	Page	Key	Page
932 Adams & Westlake Company Aluminum Windows.....4th cover		957 Continental Steel Corporation Wire Fence 74	
933 Advance Floor Machine Company Floor Machine 91		958 Crane Company Plumbing Equipment 71	
934 Allied Radio Corp. Radio Catalog 100		959 Darnell Corporation Ltd. Casters 87	
935 All-Steel Equipment, Inc. Lockers 62		960 Detroit-Michigan Stove Co. Kitchen Equipment 65	
936 American Floor Surfacing Machine Co. Floor Machine 95		961 Dick Company, A. B. Duplicating Equipment 8	
937 American Seating Company School Seating 16		962 Dudley Lock Corporation Locks 85	
938 American Standard Mfg. Co. Dust Mops 85		963 Finnell System, Inc. Floor Maintenance 93	
939 American Type Founders Corp. Graphic Arts Information..... 80		964 Franklin Research Company Floor Wax 90	
940 Ampro Corporation Movie Projector 69		965 General Mills, Incorporated Nutrition Messages 73	
941 Armstrong Cork Company Wall Tile 11		966 Griggs Equipment Co. School Seating 90	
942 Armstrong Cork Company Linoleum-Asphalt Tile 75		967 Guth Company, Edwin F. School Lighting 70	
943 Atkins & Company, E. C. Circular Saws 83		968 Hamilton Manufacturing Co. Laboratory Equipment 80	
944 Beckley-Cardy Company School Buyers Guide..... 97		969 Heinz Co., H. J. Institutional Food 81	
945 Bethlehem Steel Company Steel Joists 13		970 Heywood-Wakefield Company School Seating 2	
946 Blakeslee & Company, G. B. Dishwasher 95		971 Highway Safety Appliances, Inc. Road Sander 72	
947 Bradley Washfountain Company Plumbing Equipment 76		972 Hild Floor Machine Co. Floor Maintenance 86	
948 Brillo Manufacturing Company Steel Wooler 85		973 Hillyard Sales Companies Floor Maintenance 89	
949 Butler Manufacturing Co. Steel Buildings 15		974 Holmes Projector Company Movie Projector 96	
950 Church Mfg. Co., C. F. Toilet Seats 60		975 Horn Brothers Co. Folding Bleachers 67	
951 Churchill Manufacturing Company Floor Seal 98		976 Huntington Laboratories, Inc. Floor Maintenance 96	
952 Claridge Products Co. Chalkboard 100		977 International Bronze Tablet Co. Memorial Tablets 91	
953 Clarke Sanding Machine Co. Floor Machines 59		978 Johns-Manville Acoustical Materials.....3rd cover	
954 Columbia Mills, Inc. Venetian Blinds 12		979 Kayline Company School Lighting 68	
955 Compton & Company, F. E. Encyclopedia 2nd cover			
956 Connor Lumber and Land Co. Maple Flooring 98			

Key	Page
980 Kewanee Boiler Corporation Boilers 61	
981 Kewanee Mfg. Co. Laboratory Furniture 94	
982 Magnacord, Inc. Tape Recorder 84	
983 Maple Flooring Manufacturers Assn. Flooring 77	
984 Masury-Young Company Floor Maintenance 13	
985 Medart Products, Inc., Fred Lockers—Gym Equipment..... 7	
986 Monroe Calculating Machine Co., Inc. Calculating Machine 79	
987 Moore Company, E. R. Caps, Gowns & Gym Suits..... 99	
988 Naden and Sons Scoreboards 87	
989 National Cash Register Company Accounting Machines 5	
990 National Lock Company Locks 87	
991 National Sanitary Supply Association Trade Association 98	
992 Nelson Co., Inc., A. R. Classroom Wardrobes 82	
993 Nelson Corporation, Herman Unit Ventilator 17	
994 Neumade Products Corp. Motor Driven Rewind..... 85	
995 New Castle Products, Inc. Movable Walls 85	
996 Norcor Manufacturing Company Auditorium Chairs 83	
997 Peabody Seating Co. Teachers' Desks 91	
998 Peterson & Company, Leonard Laboratory Furniture 94	
999 Presto Recording Corp. Recording Equipment 87	
1 Rowles Company, E. W. A. Bulletin Boards 92	
2 Schlage Lock Co. Cylindrical Locks 19	
3 Sexton & Company, John Institutional Food.....following page 84	
4 Sheldon & Company, E. H. Laboratory Equipment 86	
5 Sloan Valve Company Flush Valves 1	
6 Stoner Mfg. Corp. Candy Vending Machine..... 83	
7 U. S. Plywood Corporation Flush Veneer Door.....101	
8 Universal Bleacher Co. Bleachers 89	
9 Visual Specialties Company Feltboard 91	
10 Vonnegut Hardware Company Panic Devices 14	
11 Wakefield Brass Company, F. W. School Lighting 102	
12 West Disinfecting Company Floor Maintenance Products..... 78	
13 Westinghouse Electric Corp. School Lighting 63	
14 Weston Electrical Instrument Corp. High Frequency Analyzer..... 87	

December, 1949

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

WHAT'S NEW				ADVERTISEMENTS			
874	886	904	919	932	947	962	977
875	889	905	920	933	948	963	978
876	891	906	921	934	949	964	979
877	892	907	922	935	950	965	980
878	893	908	923	936	951	966	981
879	894	909	924	937	952	967	982
880	895	910	925	938	953	968	983
881	896	911	926	939	954	969	984
882	897	912	927	940	955	970	985
883	898	913	928	941	956	971	986
884	899	914	929	942	957	972	987
885	900	915	930	943	958	973	988
886	901	916	931	944	959	974	989
887	902	917		945	960	975	990
888	903	918		946	961	976	991

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